COMMON CORE
ELA EXEMPLARY RESOURCE

Instruction with
Performance Assessment

• Common Core ELA instruction for ALL exemplar texts at Grades 11-12
• Close reading support to help students analyze complex texts
• Text-based performance tasks for assessment success
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Overview

The Common Core ELA Exemplar Resource was developed to provide instruction for the Grades 11–12 text exemplars listed in Appendix B of the Common Core State Standards for English Language Arts.

Use this guide to complement the reading instruction of exemplars within your literature program, or use it separately to provide students with questions and activities that deepen their comprehension of text exemplars selected for independent reading or group discussion.

Text Exemplars

The list of text exemplars provided in Appendix B of the Common Core State Standards for English Language Arts was compiled based on the texts’ quantitative and qualitative complexity, quality, and range.

The text exemplars are presented in a band for two grade levels, grades 11–12, and are meant to suggest “the breadth of texts that students should encounter in the text types required by the Standards.” The works listed were never intended to serve as a partial or complete reading list but rather as a guide to the types of reading materials that will help students successfully meet the Standards.

Organization of This Guide

This guide is organized into three parts.

CONTENTS WITH SUGGESTED PACING

The table of contents lists all the exemplars in the order given in Appendix B, along with the page references for where to find each exemplar in this resource. You will need to select and obtain the texts separately. This section also includes suggested pacing for reading each exemplar and teaching its lesson.

EXEMPLAR LESSONS

Most lessons for stories and informational texts are four pages, while most lessons for poetry are two pages. See Lesson Setup on p. vii for more information.

ENDMATTER RESOURCES

- Copying Masters In the back of this guide, you will find copying masters for several public-domain text exemplars, provided for your convenience.

- Student Performance Checklists These checklists will help students assess their writing and speaking and listening.
• **Academic Vocabulary** This compilation lists all the academic vocabulary, or Tier 2 words, introduced and defined in each lesson.

• **Bibliography and Exemplar Websites** These sections include the bibliographic information for each exemplar included in this guide, as well as a list of useful websites that offer additional information for teaching the exemplars and implementing the Standards.

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**Lesson Setup**

Here is the basic setup of a four-page lesson.

**PAGE 1** The first part of each lesson provides background information about the text and guidance for introducing the lesson to the class. The following features are included:

- Objectives
- Suggested Instructional Segments
- Options for Reading
- Summary
- About the Author
- Discuss Genre and Set Purpose
- Text Complexity Rubric
- Common Core State Standards met

**PAGES 2–4** Each lesson includes two sets of questions that correspond to a “First Read” and a “Second Read” of the text.

• **First-Read Questions** Use these questions during and after an initial reading of the text to help students think through the text and learn to cite text evidence in their responses.

• **Second-Read Questions** Use these questions to guide students through a deeper analysis of the text. These questions give students opportunities for close reading and ask them to make deeper connections between ideas. Here, too, students must cite text evidence to support their ideas.

**PERFORMANCE TASK** Each lesson culminates in a performance task in which students are asked to demonstrate understanding of the exemplar text. Within each task, students are expected to complete a short writing assignment as well as engage in a speaking and listening activity. Where applicable, the performance task matches the performance-task suggestion provided in Appendix B.
Additional Lesson Features

**TEXT COMPLEXITY RUBRIC** To help you assess text complexity at a glance, a rubric is provided in every lesson. It identifies the overall complexity as Accessible, Complex, or More Complex. The rubric also includes the Lexile and shows qualitative measures on a four-point continuum with text-specific rationales.

**DOMAIN SPECIFIC VOCABULARY** These content-area Tier 3 words are included only for texts with heavy discipline-specific content. Students are likely to use these words only within a specific discipline, such as *quantum* in science.

**INDEPENDENT/SELF-SELECTED READING** This feature, included on the last page of every lesson, suggests two on-level developmentally and age appropriate books students might use for independent reading and additional application of the Standards addressed in the lesson.

**RESPOND TO SEGMENT—Classroom Collaboration** These activities are aimed to help students wrap up each segment of text. Students summarize what they’ve already learned and address any questions they have before moving on.

Tips for Getting Started

- **Review the list of text exemplars for your grade span.** The exemplars include a variety of classic and contemporary complex texts. Many of the texts will likely relate to cross-curricular topics already present in your current curriculum and can be used as supplementary material to further discuss a given topic.

- **Consider the needs and the reading levels of the students in your classroom.** Each list of exemplars covers a two-grade span, so some titles may not be at the right level for your class at a given point in the year. Use the text complexity rubric to help you select the exemplars that best suit your students’ reading or listening comprehension abilities throughout the school year.

- **Work with your school librarian.** Your librarian can help you find copies of the exemplar texts, online magazine articles, and any poems and stories that are in the public domain.

- **Preview the exemplars.** As you prepare for a lesson, make notes to help you consider additional connections that students can make to the text and how you might best prepare them for reading and discussion.
Literature Discussion Groups

The Common Core ELA Exemplar Instructional Resource can be effectively implemented with literature discussion groups. You can support students in collaborative discussion to further explore the text exemplars in ways that can foster higher-level thinking and the use of comprehension strategies, vocabulary acquisition, and speaking and listening skills—all essential for meeting the Common Core State Standards for English Language Arts. Use the following tips.

Before Reading
Divide students into small mixed-proficiency groups and schedule a time for the groups to meet each day. Assign roles to students or allow them to choose their own. Possible roles include the following:

- **Discussion Director** moderates the discussion by asking questions provided by the teacher or by creating original questions to pose to the group.
- **Passage Finder** chooses passages that are particularly interesting, revealing, or challenging for the group to focus on.
- **Vocabulary Detective** identifies and records unknown words for the group to look up and discuss.
- **Connector** makes connections between the text and other texts and aspects of real life, either in general terms or in relation to the students’ experiences.
- **Summarizer** summarizes the segment of text read by the group or the teacher prior to the group’s discussion and describes major characters, settings, and events, or main ideas and details.

**Discuss Genre and Set Purpose** As groups begin to discuss the text, encourage them to
- identify elements of the text’s genre and name other texts in that genre.
- consider the author’s purpose in writing.
- review their purpose for reading.

First Read

Have groups read a segment of the text.
- Ask students to take notes or flag sections of the text to later discuss and cite as text evidence.
- Have each group’s Summarizer offer a summary of what was read. Others can add missing information as needed.
- Provide Discussion Directors with questions from the lesson, or have them make up their own questions.
- Guide students to use the context of the text to understand academic vocabulary.
- Monitor discussions to ensure groups stay focused and cite text evidence to support responses.

Second Read

Have each group reread portions of the text to further analyze ideas and concepts.
- Guide groups to connect a segment to previous segments. Ensure they understand how the segments and ideas build throughout the text.
- Help groups focus on figurative language and literary elements, such as theme.
- Have groups support their responses with evidence from the text.
- Wrap up the discussion by having students summarize what they’ve learned.
OBJECTIVES

- Compare and contrast related themes
- Analyze the use of irony
- Analyze text using text evidence

This excerpt from *The Canterbury Tales* is broken into three instructional segments.

**SEGMENTS**

SEGMENT 1 . . . . pp. 1–279
SEGMENT 2 . . . . pp. 281–437
SEGMENT 3 . . . . pp. 439–643

Options for Reading

**Independent** Students read the book independently or with a partner and then answer questions posed by the teacher.

**Supported** Students read a segment aloud to a partner and then answer questions with teacher support.

**TEXT COMPLEXITY RUBRIC**

<table>
<thead>
<tr>
<th>Quantitative Measure</th>
<th>Lexile</th>
<th>from <em>The Canterbury Tales</em></th>
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<tr>
<td><strong>Overall Text Complexity</strong></td>
<td></td>
<td>FICTION MORE COMPLEX</td>
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<tr>
<td><strong>Qualitative Measures</strong></td>
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</tr>
<tr>
<td>Text Structure</td>
<td></td>
<td>somewhat complex story concepts, many shifts in point of view</td>
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<tr>
<td>Language Conventionality and Clarity</td>
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<td>archaic, unfamiliar language, sophisticated descriptions</td>
</tr>
<tr>
<td>Knowledge Demands</td>
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<td>distinctly unfamiliar experience, cultural and literary knowledge useful, many references to other texts</td>
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<td>Purpose/Levels of Meaning</td>
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<td>multiple levels of meaning</td>
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**SUMMARY** A party of pilgrims, on a journey from London to Canterbury, agree to tell stories to pass the time. The remainder of this long poetic masterpiece consists of tales that mirror, in topic and tone, the diverse nature of the travelers—an extraordinary assortment of characters from medieval England.

**ABOUT THE AUTHOR** Geoffrey Chaucer was born in the early 1340s. He was a civil servant for much of his life, often traveling to Europe on trade and diplomatic missions. Chaucer is buried in Westminster Abbey, in a spot later known as Poet’s Corner.

**Discuss Genre and Set Purpose**

**FICTION** Point out that authors often depict their societies. Invite students to offer examples of such depictions from their own reading.

**SET PURPOSE** Help students set a purpose for reading, such as to get an idea of what it was like to live in fourteenth-century England.

**Common Core Connection**

**RL 1** cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; **RL 5** analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact; **RL 6** analyze a case in which grasping a point of view requires distinguishing what is directly stated from what is really meant.
Academic Vocabulary
Read each word with students and discuss its meaning.

- **secular** (p. 31) • not related to a religious body
- **temperate** (p. 39) • moderate in appetites
- **felicity** (p. 75) • happiness
- **strident** (p. 135) • loud and harsh
- **dotage** (p. 255) • extreme old age

**FIRST READ**  
**Think Through the Text**
Have students use text evidence and draw inferences to answer questions.

- **pp. 55–59** • Who organizes the pilgrims at the inn? The Host What does he propose they do? He proposes that each pilgrim tell four stories, two on the way to Canterbury and two on the return journey.

- **pp. 241–243** • Why do the carpenter’s neighbors believe that he is mad? He suspended himself from the ceiling in a wooden tub. Why did he do this? Nicholas persuaded him that a great flood was coming.

- **p. 253** • What does the Reeve mean when he says he has “repaid” the Miller with his story? The Miller tells a story about a foolish carpenter. The Reeve, who was once a carpenter, tells a story in which a miller is the butt of a practical joke.

**SECOND READ**  
**Analyze the Text**
- **Compare Chaucer’s descriptions of the Prioress and the Parson. Is either of these portraits intended to be ironic? Explain.** *Sample answer: The description of the Prioress, on pp. 21–23, is ironic because a woman of God is praised only for her appearance and manners. The description of the Parson, on pp. 41–43, is not ironic because he is depicted as a man totally concerned with morality.*

- **What structural similarities do “The Knight’s Tale” and “The Miller’s Tale” have in common? Sample answer: Each describes a love triangle. Why might Chaucer have placed these tales consecutively? Sample answer: They present a vivid contrast—a model of knightly love followed by a crude farce.*

- **How does the “The Knight’s Tale” differ from the subsequent two stories in its point of view on free will? Sample answer: “The Knight’s Tale” suggests that people must accept the will of the gods. The Miller’s and Reeve’s tales concern quick-witted characters influencing their own lives.**

**Domain Specific Vocabulary**
- **chivalry** (p. 17) • medieval code of conduct in love and war
- **hart** (p. 17) • deer
- **cuckold** (p. 205) • a man whose wife has been unfaithful

**ELL**  
**ENGLISH LANGUAGE LEARNERS**

- **Use Visuals**
  - Have students discuss the pilgrims in groups, taking note of their distinctive appearances. Then invite students to draw pictures of the pilgrims or to create visual icons that symbolize the travelers. Display their drawings for future reference.

**RESPOND TO SEGMENT 1**
**Classroom Collaboration**
- Have small groups take turns telling the Knight’s, Miller’s, and Reeve’s tales to each other. Invite teams to tell the stories in relays—each student speaking for 20 or 30 seconds—for the class.
Academic Vocabulary

Read each word with students and discuss its meaning.

- curmudgeon (p. 305) • a stubborn, bad-tempered person
- usury (p. 589) • money lending
- cajole (p. 317) • to urge by flattery or teasing
- rectify (p. 349) • to make right
- malice (p. 373) • desire to harm others
- adversity (p. 377) • hardship
- assuaged (p. 417) • relieved, lessened
- avarice (p. 423) • greed

**FIRST READ** Think Through the Text

Have students use text evidence and draw inferences to answer questions.

- **p. 313** • When the Wife of Bath brags that she “got the better of them” (line 404), to whom is she referring? her husbands  ● RL 1
- **pp. 331–335** • What causes the Wife of Bath to fight physically with her last husband? He has been reading a book very critical of wives. How is this fight resolved? She alternates between tears and physical abuse until he surrenders. Then she burns his book and subsequently dominates the marriage.  ● RL 1
- **pp. 357–359** • How does the conclusion of “The Wife of Bath’s Tale” relate to the theme of “The Wife of Bath’s Prologue”? The knight completely surrenders to the will of his wife, just as the Wife of Bath claims a man should do in marriage.  ● RL 2

**SECOND READ** Analyze the Text

- What is the Wife of Bath arguing in lines 693–696 of her “Prologue”? If women had more of a voice, people would see the world differently. What can you infer from Chaucer’s decision to give the Wife of Bath so much speaking time? Sample answer: He finds justice in her position; women’s voices are underrepresented.  ● RL 5
- What is the effect of lines 605–609 of “The Merchant’s Tale”? Explain. Sample answer: His slack skin, croaking voice, nightcap, and lean neck make January appear ludicrous and self-deceived.  ● RL 4
- How do the themes of “The Wife of Bath’s Tale” and “The Merchant’s Tale” compare and contrast? Sample answer: Both depict women as the dominant partner in marriage. The first suggests a happy relationship; the second, misery. How would you describe the speaker’s tone in these tales? Sample answer: The Wife of Bath’s tone is good-humored; the merchant’s tone is bitter and cynical.  ● RL 2

**Domain Specific Vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>reveller</td>
<td>a party lover</td>
<td>315</td>
</tr>
<tr>
<td>curmudgeon</td>
<td>a stubborn, bad-tempered person</td>
<td>305</td>
</tr>
<tr>
<td>usury</td>
<td>money lending</td>
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<td>cajole</td>
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<td>avarice</td>
<td>greed</td>
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</table>

**ELL ENGLISH LANGUAGE LEARNERS**

Use Comprehensible Input

Pair nearly fluent and less fluent students and have them review the stories in this segment. Invite pairs to ask the class questions about their reading. Encourage the class to provide answers, helping where necessary.

**RESPOND TO SEGMENT 2** Classroom Collaboration

Have small groups work together to summarize what they have read. Have them ask questions about what they don’t understand.

**Common Core Connection**

- RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary; RL 4 analyze the impact of word choices; RL 5 analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact; RL 6 analyze a case in which grasping a point of view requires distinguishing what is directly stated from what is really meant; W 2 write informative/explanatory texts; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 5 make strategic use of digital media in presentations
WRITE & PRESENT

1. Have small groups discuss the varying ways Chaucer describes the roles of men and women in society. Encourage students to analyze specific evidence from the text, to take note of examples, and to summarize how these examples compare or contrast.

2. Students draft explanatory essays about how the roles of men and women compare and contrast in Chaucer’s tales. Students should use their notes to cite text evidence to support their ideas.

3. Students share their work with partners and offer suggestions for revising and editing. Students edit their writing based on these suggestions.

4. Students present their essays to their classmates. Encourage students to include digital media in their presentations.

5. Students submit their final essays to the teacher.


STUDENT CHECKLIST

Writing

✓ Compare and contrast Chaucer’s depictions of the roles of men and women.

✓ Cite specific textual evidence.

✓ Use complete sentences and developed paragraphs.

Speaking & Listening

✓ Present information clearly.

✓ Make strategic use of digital media.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 489–491 • In “The Franklin’s Tale,” why does Arveragus consent to let his wife sleep with Aurelius? He feels she must keep her word. Why does Aurelius reject the offer? He is impressed by Averagus’s nobility.

pp. 509–511 • What “trick” assures the Pardoner an income? He grants pardons only to people who publicly claim to be free from sin.

p. 633 • To whom is the speaker comparing Chauntecleer and his wife in lines 436–439? Explain. Adam and Eve. Eve’s bad advice led to Adam’s downfall, just as Pertelote’s advice will harm Chauntecleer.

SECOND READ  Analyze the Text

• Refer back to the description of the Prioress on pp. 21–23. What might be interpreted as ironic about the story she later tells? Sample answer: The description emphasizes her delicacy and sensitivity. The tale concerns several gruesome murders.

• How does the role of women contrast in “The Shipman’s Tale” and “The Nun’s Priest’s Tale”? Sample answer: The merchant’s wife dominates the marriage; the rooster proves himself wiser than his wife.

Independent/Self-Selected Reading

Have students reread this excerpt from The Canterbury Tales independently to practice analyzing the text on their own, or have them practice the skills using another book, such as:

• Troilus and Criseyde by Geoffrey Chaucer
• The Decameron by Giovanni Boccaccio

Academic Vocabulary

rigor (p. 451) • strictness, harshness
defiled (p. 485) • made dirty, polluted
reproof (p. 521) • an expression of disapproval
entreat (p. 599) • plead
disparage (p. 635) • speak disrespectfully of someone or something
OBJECTIVES

- Support inferences with text evidence
- Determine the themes of a novel
- Analyze the point of view of a novel

This excerpt from *Don Quixote* is broken into three instructional segments.

**SEGMENTS**

- **SEGMENT 1** pp. 21–163
- **SEGMENT 2** pp. 163–313
- **SEGMENT 3** pp. 313–462

Options for Reading

**Independent** Students read the novel independently or with a partner and then answer questions posed by the teacher.

**Supported** Students read a segment and answer questions with teacher support.

This excerpt from *Don Quixote* is broken into three instructional segments.

**SUMMARY** *Don Quixote* describes the exploits of a man who, influenced by tales of chivalry, sets out in search of adventure under the delusion that he is a knight-errant. Cervantes’ style mimics that of the chivalric romances he is satirizing. Part 1 follows Don Quixote and his “squire” Sancho through their first two adventures.

**ABOUT THE AUTHOR** After many adventures in his youth, Miguel de Cervantes Saavedra (1547–1616) returned to Spain and worked as a minor government official. He wrote in several genres, but literary fame eluded him until the publication in 1605 of the first part of *Don Quixote*. The book was a sixteenth century bestseller and in 1615 he gave the public a sequel. These works did not make Cervantes rich, but they secured him, and his iconic hero, an enduring place in literature and culture.

**Discuss Genre and Set Purpose**

**NOVEL** Guide students to discuss how the purpose of a novel may be to provoke thought, to entertain, or both.

**SET PURPOSE** Help students set a purpose for reading, such as discovering why this novel holds a significant place in world literature.

**TEXT COMPLEXITY RUBRIC**

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<td></td>
<td>Purpose/Levels of Meaning</td>
<td>multiple levels of complex meaning</td>
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</tbody>
</table>
Academic Vocabulary

- **meritorious** (p. 22) • deserving praise
- **valorous** (p. 34) • noble and brave, especially in battle
- **discourse** (p. 71) • speech or conversation
- **dissolute** (p. 84) • indulging in immoral behavior
- **pusillanimous** (p. 142) • lacking courage, cowardly

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 21–23** • **How does Cervantes feel about novels of chivalry?** He thinks they are ridiculous. **How do you know?** Sample answer: The quotation from a love-speech on p. 22 is circular and nonsensical and the narrator says that even Aristotle couldn’t make sense of it. The narrator’s tone when describing the debates about different knights shows that he thinks it’s a silly thing to argue about. [RL 1]

**pp. 24–117** • **Describe at least three knight-errant actions or experiences that reflect the difference between Don Quixote’s perceptions and reality.** Sample answers: His noble steed is a nag; his noble lady is a common country girl; his knighting is a sham; his devoted squire is a peasant hoping for a reward; the giants he battles are windmills and sheep; he “resists” Maritornes, who is really on her way to meet someone else. [RL 1]

**SECOND READ**

**Analyze the Text**

- **Review with students pp. 59–60. Ask:** What themes are implied in this episode? **Sample answer:** Don Quixote’s battle with the windmills implies the power of faith and imagination and the nobility of perseverance against overwhelming odds. [RL 2]

- **Based on what you have read so far, how is irony conveyed in the difference between Cervantes’s and the narrator’s point of view?** Sample answer: Irony is conveyed by the contrast between what is directly stated from the narrator’s point of view and what is meant from Cervantes’s point of view. On pp. 66–69 the narrator explains how his historical sources prove his narrative is accurate and not exaggerated. This is ironic because readers know the work is fiction and the events in it are ridiculous and unrealistic. Cervantes is mocking the exaggerations and inaccuracies in the histories of knights. In addition, the narrator’s direct statements are often humorously in contrast to what Cervantes implies in the details of the narration. For example, on p. 113 the narrator lists details included by the historian that Cervantes clearly finds tedious and insignificant, but the narrator praises them as being the most substantial part of the work. [RL 6]

**Domain Specific Vocabulary**

- **chivalry** (p. 22) • code of behavior followed by an ideal knight, especially defending women and treating them with honor and respect
- **steed** (p. 24) • horse
- **squire** (p. 37) • a young nobleman who waits on a knight

**ELLP ENGLISH LANGUAGE LEARNERS**

**Use Visuals**

Use pictures to help students understand words and ideas that may be unfamiliar because they are specific to the topic and the setting, such as knight, lance, armor, ass, innkeeper, windmill, and shepherd. Have less fluent students practice reading and saying the words; then help them read sentences containing these words. Have nearly fluent students articulate categories for the words, such as knight’s equipment and people Don Quixote meets. Then, have students identify additional words from this segment of the novel to add to each category.

**RESPOND TO SEGMENT 1**

**Classroom Collaboration**

Have students summarize the plot, describe the main characters, and identify major themes they have discovered so far. Then, have students identify any questions they have before they move on.
Think Through the Text

Have students use text evidence and draw inferences to answer questions.

**pp. 164–174** • How does Don Quixote get in trouble with the Holy Brotherhood? He attacks them and frees a chain gang of prisoners they are transporting.  

**pp. 185–245** • What reason does Don Quixote give for Sancho thinking that Mambrino’s helmet is a barber’s basin? On p. 197, Don Quixote says that a crew of enchanters makes things connected with chivalry look like ordinary objects.

**pp. 246–274** • What strategy is used to get Don Quixote to return home? Prompted by the barber and the priest, Dorothea persuades Don Quixote to follow her and help her regain her kingdom. Using this story they begin to lead him home.

Analyze the Text

• Compare and contrast the motivations of Sancho and Don Quixote.

  **Sample answer:** Sancho is motivated by worldly, material considerations, such as food, safety, money, and comfort. Don Quixote is motivated by his desire to be known for living up to chivalric ideals such as honor, love, gallantry, and courage.

  **Sample answer:** On p. 274, the innkeeper’s daughter expresses a common sense criticism of the cruel and absurd behaviors of women in these novels. Which character directly states an idea that is different from Cervantes’s actual meaning? Sample answer: The priest identifies one book as a true history. Cervantes makes clear that this is not his real meaning by having the priest list facts that readers can easily infer are inaccurate exaggerations or fictions.
WRITE & PRESENT

1. Have students work in groups to discuss how what is directly stated in the text differs from what is meant, focusing particularly on the point of view adopted by the protagonist.  
   - **RL 6**

2. Students write a draft of an explanatory essay that analyzes how what is directly stated differs from what is meant in Don Quixote and Tartuffe, comparing and contrasting the point of view adopted by the protagonists of each work.  
   - **W 2**

3. Students exchange essays and offer suggestions for revising and editing.  
   - **W 5**

4. Students present their essays to the class.  
   - **SL 4**

5. Students submit their essays to the teacher.  
   - **W 4**


STUDENT CHECKLIST

Writing

- Write an essay that analyzes stated and implied meanings and point of view in Don Quixote and Tartuffe.
- Cite specific text references and examples.
- Use language conventions and formal academic language.

Speaking & Listening

- Participate in a collaborative discussion.
- Present information clearly.
- Demonstrate a command of formal English.
**Pride and Prejudice**

by Jane Austen

SUMMARY *Pride and Prejudice* follows Elizabeth Bennet and her four sisters as they navigate the search for suitable husbands—a search that was expected of young women of a certain class in the nineteenth century. As single young men arrive in the village where the Bennet family lives, the sisters find themselves either attracted to or offended by the gentlemen. However, first impressions can be deceiving, as the book’s characters discover.

**ABOUT THE AUTHOR** Jane Austen was born in 1775 in England. As a clergyman’s daughter, she had access to literature and began writing at an early age to entertain her family. In all, Austen would publish six novels, four of which were published anonymously. Her identity was not revealed until her last two novels were published after her death at age 42.

**Discuss Genre and Set Purpose**

**LITERARY FICTION** Guide students in a discussion of how dialogue advances a story and contributes to an understanding of individual characters.

**SET PURPOSE** Help students set a purpose for reading, such as to consider what techniques Austen uses to characterize.
Academic Vocabulary

Read each word with students and discuss its meaning.

fastidious (p. 12) • particular, difficult to please
ostentation (p. 16) • an excessive display
propitious (p. 66) • favorable
iniquitous (p. 70) • wicked
taciturn (p. 104) • saying little, reserved

FIRST READ

Think Through the Text

Have students cite text evidence and draw inferences to answer questions.

pp. 3–9 • How would you describe Mr. and Mrs. Bennet? What details from the story support your answer? Sample answer: Mr. Bennet is sarcastic and surprising, whereas Mrs. Bennet is scheming and silly. Mrs. Bennet implores her husband to meet the new neighbor, Mr. Bingley, strictly in the hopes of him marrying one of her daughters. Mr. Bennet, though, refuses her request. However, later when Mrs. Bennet complains about all the talk of the new neighbor she has not met, Mr. Bennet surprises her by saying, “I am sorry to hear that; but why did not you tell me so before? If I had known as much this morning, I certainly would not have called on him.”

pp. 11–31 • How does Mr. Darcy’s impression of Elizabeth change from their first meeting to their encounter at Sir William Lucas’s party? Sample answer: Mr. Darcy first regards Elizabeth as “tolerable.” At their second meeting, Mr. Darcy begins to notice her “dark eyes,” “light and pleasing” figure, and playful manners.

SECOND READ

Analyze the Text

• Select a character and find lines of dialogue that reveal something about his or her personality. Sample answer: The following lines on p. 12 show Mr. Bingley’s affable nature: “I would not be so fastidious as you [Darcy] are,’ cried Bingley, ‘for a kingdom! Upon my honor, I never met with so many pleasant girls in my life as I have this evening.’”

• What do Elizabeth’s refusal of Mr. Collins’s proposal and her parents’ reactions say about their characters? Elizabeth’s refusal shows that she believes one can and should marry for love. Mrs. Bennet’s reaction shows that she thinks Elizabeth should be happy to marry a man who could take care of her. Mr. Bennet, on the other hand, seems to notice that Elizabeth and Mr. Collins are not a good match.

Domain Specific Vocabulary

fortnight (p. 7) • two weeks
ragout (p. 39) • meat and vegetable stew
panegyric (p. 54) • elaborate praise

RESPOND TO SEGMENT 1

Classroom Collaboration

Have small groups work together to create a summary of what has happened so far. Have students ask questions they might have regarding the segment.
Think Through the Text

Have students cite text evidence and draw inferences to answer questions.

pp. 205–212 • What does Colonel Fitzwilliam share with Elizabeth? What effect does this information have on her and why? Colonel Fitzwilliam tells Elizabeth that Mr. Darcy convinced Mr. Bingley not to seek a union with Jane. Elizabeth's feelings of dislike for Mr. Darcy are increased when Colonel Fitzwilliam says that there were “strong objections against the lady.” • RL 1, RL 3

pp. 258–262 • Why does Elizabeth try to persuade her father against letting Lydia go to Brighton? Elizabeth is concerned that Lydia may be “imprudent,” acting in a way that would reflect badly on their family. • RL 1

Academic Vocabulary

Read each word with students and discuss its meaning.

caprice (p. 152) • an impulsive action
repine (p. 153) • to express discontent
hackneyed (p. 160) • overused
effusions (p. 176) • unrestrained expressions of emotion
upbraided (p. 240) • found fault with someone

SECOND READ • Analyze the Text

• Refer students to pages 212–230. Ask: What claims does Elizabeth make against Mr. Darcy? How does Mr. Darcy respond to these accusations? Elizabeth claims that Mr. Darcy prevented Jane and Mr. Bingley from marrying and that he refused to give Wickham an inheritance, forcing Wickham into poverty. Mr. Darcy responds that he did prevent Mr. Bingley from pursuing Jane because he felt that she did not really care for Bingley. Darcy explains that he did give Wickham his inheritance but that he spent it unwisely and asked for more. When Darcy said no, Wickham then tried to elope with Darcy’s younger sister, Georgiana. • RL 1, RL 3

pp. 266–267 offer another look at Mr. and Mrs. Bennet’s marriage. Ask: What first attracted Mr. Bennet to Mrs. Bennet? “youth and beauty” • “respect, esteem, and confidence” What “happiness” does Mr. Bennet find in Mrs. Bennet? Mr. Bennet is amused by Mrs. Bennet’s “ignorance and folly.” • RL 1, RL 3
Academic Vocabulary

Read each word with students and discuss its meaning.

- acrimony (p. 296) • bitterness
- profligate (p. 316) • immoral or shameless
- invectives (p. 320) • abusive language
- alacrity (p. 351) • eagerness
- decorum (p. 397) • propriety in manners

FIRST READ  Think Through the Text

Have students cite text evidence and draw inferences to answer questions.

pp. 273–289 • When Elizabeth visits Pemberley with her uncle and aunt, in what ways does Mr. Darcy show his continued affection for her? Mr. Darcy is friendly to her uncle, inviting him to fish at his pond. He tells Elizabeth that his sister will be arriving the next day and he would like to introduce her to Elizabeth. ✓ RL 1, RL 3

pp. 304–313 • What event causes Elizabeth distress, and what can you infer from the text about how the event might affect her relationship with Mr. Darcy? Elizabeth learns that Lydia has run away with Wickham, and she believes that this news of impropriety will cause Mr. Darcy to think less of her family and of her. ✓ RL 1, RL 3

SECOND READ  Analyze the Text

- What do Elizabeth and Mr. Darcy reveal to one another on pages 408–416? What faults have they discovered in themselves? Mr. Darcy tells Elizabeth that his feelings of love remain, and Elizabeth tells him that she now loves him. Elizabeth recognizes the prejudices she had against Mr. Darcy and is sorry for her treatment of him. Mr. Darcy confesses that Elizabeth “humbled” him. ✓ RL 1, RL 3

- How does Mrs. Bennet react to news of Lydia running away with Mr. Wickham? She is hysterical, blaming everyone but herself and Lydia for Lydia’s predicament. How does Mrs. Bennet act upon hearing news that Lydia and Wickham will be married? She is joyous. ✓ RL 1, RL 3, RL 5

Independent/Self-Selected Reading

Have students read Pride and Prejudice independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

- Middlemarch by George Eliot
- Under the Greenwood Tree by Thomas Hardy ✓ RL 10

WRITE & PRESENT

1. Have students work in small groups to analyze how the impressions they formed of Mr. and Mrs. Bennet when reading the opening chapter of Pride and Prejudice compare with their understanding of the characters by the end of the story. ✓ RL 1, RL 3

2. Students write drafts of an essay in which they analyze the first impressions given of Mr. and Mrs. Bennet in the opening chapter of Pride and Prejudice based on the setting and how the characters are introduced. Essays should compare these first impressions with their later understanding based on how the characters develop over the course of the novel. Essays should demonstrate students’ understanding of the impact of Jane Austen’s choices in relating elements of a story. ✓ W 2

3. Students use peer editing to revise and edit. ✓ W 5

4. Students share their essays orally with the class. ✓ SL 4

5. Students submit their final essays to the teacher. ✓ W 4


STUDENT CHECKLIST

Writing

✓ Write an essay that explains how characters develop.
✓ Cite text evidence.
✓ Use correct language conventions.

Speaking & Listening

✓ Present ideas clearly.
✓ Support ideas with evidence.
✓ Use formal English.
OBJECTIVES

- Cite evidence from and make inferences about a story
- Describe the development of the theme of a story
- Analyze point of view by distinguishing between what is said and unsaid

“The Cask of Amontillado”
by Edgar Allan Poe

SUMMARY
The narrator, Montresor, has long nursed a grudge against Fortunato for an unnamed offense. Montresor lures the unsuspecting Fortunato into his wine cellar and then chains and entombs his victim in a catacomb. The story concludes with the revelation that Montresor is recalling these events fifty years later.

ABOUT THE AUTHOR
Edgar Allan Poe suffered from poor health and self-destructive tendencies, and he lived his adult life in poverty. He wrote poetry and short stories to earn a living before he died under mysterious circumstances in 1849. Poe’s writing is characterized by macabre events, a feverish tone, and disturbed or depressive characters.

Discuss Genre and Set Purpose

FICTION
Guide students to discuss how the purpose of fiction is to explore the human condition through imaginary characters and events.

SET PURPOSE
Help students set a purpose for reading, such as to examine how dialogue moves the plot forward.

TEXT COMPLEXITY RUBRIC

“The Cask of Amontillado”
by Edgar Allan Poe

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th>“The Cask of Amontillado”</th>
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<tr>
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Common Core Connection

- RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary; RL 6 analyze a case in which grasping point of view requires distinguishing what is directly stated from what is really meant; RL 10 read and comprehend literature; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective

Options for Reading

Independent: Students read the story independently or with a partner and then answer questions posed by the teacher.

Supported: Students read a portion of the story and answer questions with teacher support.
WRITE & PRESENT

1. Students work in small groups to discuss how irony, dialogue, and plot events support the story’s theme. 

2. Students write an essay about how irony, dialogue, and plot events reinforce the theme. Encourage students to cite text evidence to support their claims.

3. Have students exchange their work with partners and offer suggestions for editing and revising. Students edit their writing.

4. Students present their final writing to their classmates. Lead the class in a discussion of the theme articulated in each student’s writing.

5. Students submit their final drafts to the teacher.


STUDENT CHECKLIST

Writing
✓ Introduce a claim or argument about the theme of the story.
✓ Discuss how the use of irony, dialogue, and plot events supports the theme.
✓ Use complete sentences and developed paragraphs to support the thesis.

Speaking & Listening
✓ Adapt speech to the context of group discussions.
✓ Present claims.
✓ Use appropriate language.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 10 • Who is Montresor and what is his relationship with Fortunato? Montresor is an Italian nobleman whom Fortunato has offended. Montresor hates Fortunato and has planned his murder.

p. 10 • What key piece of information does Montresor fail to share with the reader on p. 10? He never explains Fortunato’s offense. How does the omission affect your view of the story and its narrator? Sample answer: It adds suspense and makes readers suspect that Montresor is mentally unstable or an unreliable narrator.

pp. 14–15 • What does the dialogue on pp. 14–15 reveal about the misunderstanding between the characters? Sample answer: The discussion of Montresor’s coat of arms and family motto suggests that Fortunato once insulted Montresor’s family name.

SECOND READ  Analyze the Text

• Review the dialogue on pp. 12–13. Ask: Why is the concern Montresor expresses for Fortunato’s health ironic? He intends to be the cause of Fortunato’s death.

• What is the story’s theme? What details support your claim? Sample answer: The last lines of dialogue and the images in the story’s final paragraph suggest the theme that vengeance is ultimately unsatisfying.

Independent/Self-Selected Reading

Have students reread “The Cask of Amontillado” independently, or have them practice the skills using other stories, such as those in:

• The Great Tales and Poems of Edgar Allan Poe by Edgar Allan Poe

• The Complete Sherlock Holmes: All 4 Novels and 56 Short Stories by Sir Arthur Conan Doyle

Academic Vocabulary

Read each word with students and discuss its meaning.

impunity (p. 10) • freedom from punishment
motley (p. 11) • varied in appearance, mismatched
catacomb (p. 13) • an underground tomb
mason (p. 15) • a stoneworker; here, a reference to a secret brotherhood

“The Cask of Amontillado” • 15
OBJECTIVES

- Analyze point of view and conflict
- Identify the theme of a story
- Compare and contrast characters and their impact on a story

**Jane Eyre** is broken into three instructional segments.

**SEGMENTS**

- **SEGMENT 1** . . . . pp. 9–110
- **SEGMENT 2** . . . . pp. 111–370
- **SEGMENT 3** . . . . pp. 371–521

**Options for Reading**

**Independent** Students read the book independently and then answer questions posed by the teacher.

**Supported** Students read a segment and answer questions with teacher support.

**SUMMARY**

Jane Eyre, an orphan, becomes the governess for Mr. Rochester’s ward. Rochester and Jane are to be married when Jane discovers Rochester’s wife. Jane flees and finds three cousins. One cousin pressures her to marry him, but she refuses. Instead, Jane returns to find Mr. Rochester, whose wife has died. Jane and Rochester marry.

**ABOUT THE AUTHOR**

Charlotte Brontë was born in 1816 in England. When her mother and her two older sisters died, Brontë took charge of her younger siblings. Brontë was torn between making a living teaching, a career she pursued reluctantly, and writing. She finally achieved literary success with *Jane Eyre* in 1847.

**Discuss Genre and Set Purpose**

**FICTION** Remind students that good fiction involves conflict. Discuss how the conflicts in *Jane Eyre* are tied to the setting—Jane’s life as an orphan, the small number of career options available for women, and the fact that divorce was unacceptable during that time period.

**SET PURPOSE** Help students set a purpose for reading, such as to find out how Jane makes a life for herself under very difficult circumstances.

**TEXT COMPLEXITY RUBRIC**

**Overall Text Complexity**

<table>
<thead>
<tr>
<th>Quantitative Measure</th>
<th>Jane Eyre</th>
</tr>
</thead>
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<tr>
<td>Lexile</td>
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**Qualitative Measures**

<table>
<thead>
<tr>
<th>Text Structure</th>
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<tbody>
<tr>
<td>Language Conventionality and Clarity</td>
<td>more complex sentence structure and descriptions</td>
</tr>
<tr>
<td>Knowledge Demands</td>
<td>fairly complex, unfamiliar experience and situations</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>multiple levels of complex meaning</td>
</tr>
</tbody>
</table>
Academic Vocabulary

Read each word with students and discuss its meaning.

captious (p. 18) • extremely critical
hiatus (p. 34) • break; interruption
usurious (p. 36) • involving the lending of money at a high rate of interest
cessation (p. 51) • stop; pause
inanition (p. 54) • exhaustion caused by starvation
perfidious (p. 73) • treacherous
virulence (p. 99) • quality of being very poisonous

FIRST READ

Think Through the Text

Have students cite text evidence and draw inferences to answer the following questions.

pp. 53–99 • Describe the conditions at Lowood when Jane first arrives. The teaching is sound, but the food is unhealthy and scarce, and the girls are kept in a state of severe poverty. What happens to change how Lowood is run? Many girls die from typhus. ★ RL 1

pp. 68–98 • How does Jane view Helen? Jane idolizes her. How does Helen help Jane? Helen encourages Jane when she is humiliated. ★ RL 1

pp. 100–106 • Why does Jane leave Lowood? Miss Temple marries and leaves, and suddenly Jane is ready for a change in life, too. Where does Jane go? She goes to Thornfield Hall to work as a governess. ★ RL 1

SECOND READ

Analyze the Text

• How do Jane’s family and the servants view her? They see her as a troublemaker, unnatural, and a liar. Based on text evidence, is their view of Jane accurate? Why or why not? It is inaccurate. Although Jane is small and plain featured, unlike the people around her, she is bold and courageous because she must stand up for herself. ★ RL 3

• How is Mr. Brocklehurst a hypocrite? He demands that the schoolgirls look plain and dress simply, while his wife and daughters have finely made-up hairstyles and wear expensive clothing. ★ RL 3

• What do you think is a major theme of this segment? Sample answer: courage under pressure What examples from the text support this idea? Jane is repeatedly forced to stand up to those around her—first to her cousin and her aunt and later to Mr. Brocklehurst. Helen also confronts hardship with quiet courage. ★ RL 5

Use Peer Supported Learning

Have small groups respond to each segment after they have completed it. Have them summarize what they’ve learned and clear up any questions before they move on.
First Read

Think Through the Text

Have students use text evidence and draw inferences to answer the following questions.

pp. 141–177 • How does Rochester treat Jane? At first he treats her as an employee, but then he relates to her more as a friend.  

pp. 286–296 • Although Rochester seems to prefer Blanche Ingram, whom does he really prefer? He loves Jane. How do you know? Once Rochester finds out Jane loves him, he asks her to marry him.

pp. 326–327 • What happens to Jane the night before she is to be married? Someone steals into her room and tears her wedding veil in two. Who is responsible and why? Rochester’s real wife, Bertha, does this to show her anger at Jane’s usurping her position.

pp. 333–340 • Why are Mr. Rochester and Jane unable to marry? Mr. Rochester is already married to a woman who is mad.

Second Read

Analyze the Text

- How does Jane describe Blanche’s physical appearance? Blanche has the look of a goddess—she’s beautiful, proud, and stately. How does Jane feel about Blanche as a person? She says Blanche is inferior, cold and cruel at heart, and unworthy of Rochester’s love.

- Where in the text does Jane, as the narrator of the story, hint about Mr. Rochester’s hidden wife? Three incidents involving Bertha are on pages 174, 238–239, and 326–327; and Mr. Rochester’s turmoil over the concealment is alluded to on pages 244, 302, and 327.

- How does Jane feel about Mr. Rochester after she discovers his plans to trick her into marrying him? She forgives and pities him. In spite of her feelings for Rochester, why does Jane leave Thornfield? She knows that becoming Rochester’s mistress will eventually cause him to despise her. Also, Jane knows that being a mistress or participating in a false marriage goes against her beliefs and her character.
### Academic Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>avidity</td>
<td>hunger</td>
</tr>
<tr>
<td>assiduously</td>
<td>showing great care and persistence</td>
</tr>
<tr>
<td>superfluous</td>
<td>in excess</td>
</tr>
<tr>
<td>uncongenial</td>
<td>unsuitable</td>
</tr>
<tr>
<td>ascendancy</td>
<td>position of power</td>
</tr>
<tr>
<td>salutary</td>
<td>beneficial; productive</td>
</tr>
</tbody>
</table>

### WRITE & PRESENT

1. Have small groups use a Venn diagram to compare and contrast Brontë’s characters of Edward Rochester and St. John Rivers. Ask students to think about how similar these two men are but also point out their differences as seen by the effect they both have on Jane. **RL 5**

2. Students write a draft of an explanatory comparison-contrast essay comparing Rochester’s and St. John’s relationships with Jane and how they contribute to the meaning of the story. Encourage students to cite text evidence to defend their ideas. **W 2**

3. Students exchange essays and offer suggestions for revising and editing. **W 4**

4. Students present their essays to the class. **SL 4**

5. Students submit their essays to the teacher. **W 4**


### FIRST READ

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 371–385** What happens to Jane after she leaves Thornfield? She wanders from place to place in a state of starvation and want until she is taken in by the Rivers family. **RL 1**

- **pp. 443–448** When Jane learns she has inherited a fortune and that St. John, Diana, and Mary are her cousins, what does she do? She splits the inheritance among them and revels in her new-found kinfolks. **RL 1**

- **pp. 463–521** What does St. John want Jane to do? He pressures her to marry him and go with him to India as a missionary. How does Jane respond? She repeatedly rejects his offer. When she’s on the verge of accepting, she hears a voice that compels her to find Rochester. **RL 1**

### SECOND READ

**Analyze the Text**

- What conflicts does Jane face in Segment 3? She faces death from starvation and exposure after she leaves Thornfield; then she struggles to resist St. John’s cold, heartless advances. Does Jane fail or succeed in facing these conflicts? Explain. Although she is at the point of death when rescued by the Rivers family, she survives. She also successfully rebuffs St. John’s repeated appeals to marry him and ultimately finds happiness in marriage to Rochester. **RL 5**

- Explain the theme of Jane Eyre. Sample answer: the importance of a strong moral character—Jane is assailed with difficulties, yet in each situation she stays true to her moral upbringing and to herself. **RL 2**

### Independent/Self-Selected Reading

Have students reread *Jane Eyre* independently to practice analyzing the text on their own, or have them practice the skills using another book, such as:

- *Wuthering Heights* by Emily Brontë
- *Emma* by Jane Austen **RL 10**
OBJECTIVES
- Analyze text using text evidence
- Analyze nineteenth-century foundational U.S. literature
- Analyze the impact of the author’s choices

**The Scarlet Letter** is broken into three instructional segments.

**SEGMENTS**
SEGMENT 1: pp. 45–103
SEGMENT 2: pp. 104–164
SEGMENT 3: pp. 165–228

**Options for Reading**
**Independent** Students read the book independently and then answer questions posed by the teacher.
**Supported** Students read a segment with a partner and then answer questions with teacher support.

**SUMMARY** In seventeenth-century Puritan New England, Hester Prynne has a child by a man who is not her husband. She is found guilty of the sin of adultery and is sentenced to live out her life wearing a scarlet letter “A” upon her chest. She bears her punishment in silence, refusing to name her child’s father. Prynne is eventually forgiven by society, but she continues to wear the scarlet letter for the rest of her life.

**ABOUT THE AUTHOR** Nathaniel Hawthorne was born to a Puritan family in Salem, Massachusetts, in 1804. He was a direct descendent of one of the judges who presided over the Salem witch trials. Hawthorne’s work is considered central in the development of American literature.

**Discuss Genre and Set Purpose**

**LITERARY FICTION** Guide students to discuss how one purpose of fiction is to give the reader insight into life in another time and place. Have students scan the first dozen pages to find details that tell them where and when the story is set.

**SET PURPOSE** Help students set a purpose for reading the story, such as finding out what life was like in seventeenth-century America.

**TEXT COMPLEXITY RUBRIC**

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<td>somewhat complex story concepts</td>
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<td><strong>Knowledge Demands</strong></td>
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</tr>
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<td><strong>Purpose/Levels of Meaning</strong></td>
<td>multiple levels of complex meaning</td>
</tr>
</tbody>
</table>
**FIRST READ**  
**Think Through the Text**

Have students cite text evidence and draw inferences to answer the following questions.

**pp. 47–55** • What does the reaction of the women to Hester Prynne’s crime and punishment tell you about the town? *Sample answer: The women feel that she should have had a more severe punishment. The town has a very strict moral code.*” RL 1

**pp. 71–79** • Why does Hester Prynne stay in the town after her release from prison? *She believes that she has violated God’s law and that she deserves to be punished by living among people who know her shame.* RL 1

**pp. 96–103** • How does Hester Prynne feel about Pearl? *She loves her despite what has happened. How do you know? Sample answer: On p. 100, in convincing the governor to allow her to keep her child, Prynne describes Pearl as both her torture and her happiness. She implores the minister to speak on her behalf, as she believes that God gave her Pearl to raise.*” RL 1

**SECOND READ**  
**Analyze the Text**

- **What is the significance of the ornateness of the letter A embroidered on Hester Prynne’s dress? Sample answer: While Prynne takes her transgression seriously, she is also, in her own way, rebelling against the harsh punishment.** RL 9

- **What do you learn about Hester Prynne’s character and integrity from the way Mr. Dimmsdale describes her on page 63? Sample answer: Hester Prynne is a strong and generous woman. She could have easily turned in the father of her child but she refused. She was willing to take all of the punishment and bear the burden on her own.** RL 9
First Read

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 104–112 • What are the rumors about Dimmesdale and Chillingsworth? Dimmesdale is being haunted by Satan and Chillingsworth is responsible. What does this tell you about life back then? The people were very religious and believed the hand of the devil was involved when bad things happened. [RL 1]

pp. 129–138 • What does Dimmesdale’s exchange with Pearl tell you about his character? While he feels terribly guilty about his transgression, he refuses to take public responsibility. This seems to run contrary to his position as minister in the town and makes him seem less moral than Hester Prynne. [RL 9]

pp. 139–146 • What had the “A” come to mean to the people in town? On p. 142, the narrator says that because Hester Prynne had done so much good, the letter had the effect of a nun’s cross and gave Prynne a sort of sacredness. How did she feel about the change in attitude? While she felt she had a purpose helping others, she also felt that the “A” had not served its purpose because of what had become of Dimmesdale and Chillingsworth. [RL 1]

Second Read

Analyze the Text

• While the author has Hester Prynne wear her shame for all to see, he has Dimmesdale hide his under his shirt. Ask students which they think is better and why. Sample answer: By wearing the “A,” Hester Prynne expiates her sin. By hiding his shame, Dimmesdale holds on to his guilt and falls ill. [RL 5]

• What does Hester Prynne think about the possibility of removing her “A” and how does she feel about the deterioration of both Dimmesdale and Chillingsworth? She feels that she is not worthy and that she is responsible for the downfall of both men. What does this show about her character? Sample answer: She takes personal responsibility for everything that has happened to her and to those around her. [RL 9]
Academic Vocabulary

Read each word with students and discuss its meaning.
- consecration (p. 170) • process in which something is sanctified
- despondency (p. 173) • extreme unhappiness or discouragement
- cankered (p. 183) • became a source of spreading evil
- vicissitude (p. 187) • unexpected change
- animadversion (p. 203) • a critical comment
- plaintiveness (p. 211) • sadness

FIRST READ   Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 174–179 • What happens to Hester Prynne when she removes the “A” from her dress? She feels free. How do you know? The text says that the burden of her stigma was lifted off of her. She then removed her cap, which brought back her beauty and made her feel as though nature were smiling upon her. RL 1

pp. 215–222 • How did Dimmesdale redeem himself to Pearl? As he lay dying, he called her to him in front of the whole town and acknowledged her publicly. When she kissed him, he was released from his burden and she from hers. RL 1

SECOND READ   Analyze the Text

- Why does Pearl refuse to return to her mother when she takes off the “A”? Without the “A,” things were not as they should be. What does this tell you about the role Pearl plays in this story? She serves as a reminder of Hester Prynne’s transgression and of Dimmesdale’s refusal to take responsibility for his part. How do you know? She constantly asks Dimmesdale and her mother if they will walk into town holding hands and is always told they cannot. RL 5

- In the end, Hester Prynne returns to her cottage to live out her life with the scarlet letter on her chest, despite the fact that she no longer needs to do so. What does this tell you about her? Sample answer: While she had the opportunity to start a new life, she felt a responsibility to her community and to God for her transgression. RL 9

Independent/Self-Selected Reading

Have students reread The Scarlet Letter independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

- The House of the Seven Gables by Nathaniel Hawthorne
- The House of Mirth by Edith Wharton

WRITE & PRESENT

1. Have students work in small groups to discuss how Hester Prynne maintains her integrity when confronting authority. Tell students to relate their analysis of that theme in The Scarlet Letter to other portrayals in nineteenth- and early-twentieth-century foundational works of American literature they have read. W 9

2. Students write a draft of an explanatory essay that compares and contrasts how the protagonists of Herman Melville’s Billy Budd and Nathaniel Hawthorne’s The Scarlet Letter maintain their integrity when confronting authority. W 2

3. Students exchange drafts and offer suggestions for revising and editing. W 5

4. Students present their essays to the class. SL 4

5. Students submit their final essays to the teacher. W 4


STUDENT CHECKLIST

Writing
- Write an essay comparing and contrasting the main characters in Billy Budd and The Scarlet Letter.
- Cite text evidence.
- Use correct language conventions.

Speaking & Listening
- Participate in collaborative discussions.
- Present information and supporting evidence.
- Demonstrate a command of formal English.
**From Crime and Punishment**
by Fyodor Dostoevsky

**SUMMARY** Rodion Raskolnikov, a university student who has fallen into poverty and dropped out of school, is living in a tiny apartment in Saint Petersburg, Russia. He pawns his last possessions to an unpleasant old woman, and the idea comes to him to murder her and steal her money. After he kills the pawnbroker and her sister, his mental state deteriorates as he struggles with the moral implications of his act.

**ABOUT THE AUTHOR** Fyodor Dostoevsky, a Russian writer, was born in 1821. Dostoevsky’s novels are among the masterworks of Western literature, and many consider him one of the finest novelists of all time.

**Discuss Genre and Set Purpose**

**LITERARY FICTION** Guide students to discuss how the purpose of literary fiction is to give the reader insight into the human condition.

**SET PURPOSE** Help students set a purpose for reading, such as figuring out why Raskolnikov commits murder and how he is affected by his act.

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**OPTIONS FOR READING**

- **Independent** Students read the book independently and then answer questions posed by the teacher.
- **Supported** Students read a segment with a partner and then answer questions with teacher support.

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**TEXT COMPLEXITY RUBRIC**

**Overall Text Complexity**

**Quantitative Measure:** Lexile 850L

**Qualitative Measures**

- **Text Structure:** occasional shifts in point of view
- **Language Conventionality and Clarity:** archaic, unfamiliar language
- **Knowledge Demands:** somewhat unfamiliar situation
- **Purpose/Levels of Meaning:** multiple levels of complex meaning

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**COMMON CORE CONNECTION**

- **RL 1** cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain.
- **RL 2** determine two or more themes or central ideas of a text and analyze their development/provide summary.
- **RL 5** analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact.
RESPOND TO SEGMENT 1

Academic Vocabulary

Read each word with students and discuss its meaning.

abject (p. 1) • worthy of contempt
reviling (p. 17) • using abusive language
ignominy (p. 35) • shame or disgrace
malignant (p. 41) • showing ill will
wretched (p. 60) • in very poor condition
stupefaction (p. 82) • a state of extreme astonishment

Domain Specific Vocabulary

garret (p. 1) • a small top-floor or attic room
consumption (p. 14) • tuberculosis
costermongers (p. 23) • people who sell fruit and vegetables from a cart
huckster (p. 64) • a person who sells things on the street

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer the following questions.

pp. 1–27 • How would you describe Raskolnikov’s state of mind? He is mentally unwell. How do you know? On page 1, the narrator says that he is overstrained, irritable, and close to hypochondria. RL 1

pp. 28–54 • What does Raskolnikov learn from his mother’s letter? He learns that his sister has lost her place as a servant, his sister has accepted a proposal of marriage from a stranger, Mr. Luzhin, and that his mother, sister, and his sister’s fiancé are coming to Petersburg soon. Why doesn’t Raskolnikov want the marriage to take place? He feels his sister is sacrificing her happiness so that he can continue his studies, and he doesn’t want her to sacrifice herself. RL 1

pp. 55–90 • After Raskolnikov kills the pawnbroker and her sister, why doesn’t he search more thoroughly for money and valuables? Because he is disgusted by what he has done. How do you know? The narrator says on page 83 that after the murder Raskolnikov was disgusted and horrified by what he had done. RL 1

SECOND READ  Analyze the Text

• Discuss with students the fact that the murder takes place in Part 1 of the novel. Ask: What can you infer about the novel’s focus from the fact that Dostoevsky places the murder so early in the book? that the writer wants to focus on the consequences of the crime rather than the crime itself RL 5

• What main themes are evident in the story so far? Sample answer: the related themes of egoism and its opposite, self-sacrifice In which situations or characters are these themes reflected? The theme of egoism is reflected in the situations of Raskolnikov, who kills for his own gain, and Marmeladov, who ruins his family. The theme of self-sacrifice is reflected in Raskolnikov’s sister Dunia’s decision to marry Luzhin. RL 2

ENGLISH LANGUAGE LEARNERS

Use Peer Supported Learning

Have students work in a group to think of at least three adjectives from their first languages that describe Raskolnikov. Then have students translate the adjectives into English. Finally, have students discuss in English why they think each of these adjectives applies to the character.

RESPOND TO SEGMENT 1 Classroom Collaboration

Have small groups work together to summarize the story so far. Have them ask questions about what they don’t understand.
Domain Specific Vocabulary

- foppish (p. 99) • showing excessive attention to fashion
- cravat (p. 148) • a scarf worn around the neck by men
- gymnasium (p. 162) • secondary school
- parapet (p. 171) • low wall

Academic Vocabulary

Read each word with students and discuss its meaning.

- delirium (p. 92) • mental confusion
- impudent (p. 99) • offensively bold
- oblivious (p. 105) • unaware
- capriciously (p. 124) • in an impulsive way
- superciliousness (p. 150) • quality of acting superior to others
- admonition (p. 186) • expression or disapproval or warning

ELL ENGLISH LANGUAGE LEARNERS

Use Gestures

Read p. 171, beginning with “he became aware” and ending with “come into one’s head” on p. 172. Ask a student volunteer to play the part of Raskolnikov, reading his thoughts aloud and using gestures to dramatize them.

RESPOND TO SEGMENT 2 Classroom Collaboration

Have small groups work together to summarize the second section of the story. Have them ask questions about what they don’t understand.

Common Core Connection

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary; W 2 write informative/explanatory texts; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; W 6 use technology to produce, publish, and update writing products; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective

First Read

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 91–133 • Does anyone suspect Raskolnikov of the murder? Yes. If so, who? Ilii Petrovich How do you know? On page 108, Petrovich questions Raskolnikov after he faints in the police station. ♦ RL 1

pp. 134–156 • To what do Razumihin and Zosimov attribute Raskolnikov’s rudeness to Luzhin? They attribute his rudeness to his poor mental state. How do you know? On page 155, after Raskolnikov throws Luzhin out, Zosimov says that Raskolnikov must not be irritated, and Razumihin asks what is wrong with him. Zosimov replies that he must have some fixed idea on his mind. ♦ RL 1

pp. 156–195 • When Raskolnikov says he wants to “put an end to all that,” how does he decide to end his torment? He decides to go to the police station to confess. How do you know? On page 163, he nearly confesses to Zametov at the Crystal Palace. Then, on the bridge, he decides to go to the police. ♦ RL 1

Second Read

Analyze the Text

• How is Raskolnikov affected by the murder he has committed? He is thrown into a state of confusion and anxiety. How do you know? Sample answer: When he remembers what he has done, he begins shivering and thinks he will go mad. He can’t decide how to dispose of the evidence. At the police station, he faints when he hears the murder being discussed. ♦ RL 1

• What main themes are continued or emerge in Part 2 of the novel? The themes of egoism and self-sacrifice continue, and the theme of redemption emerges. In which situations or characters are these themes reflected? Sonia’s support of her family and Raskolnikov’s decision to give all his money to the Marmeladovs continue the theme of self-sacrifice. The theme of redemption emerges in Raskolnikov’s interaction with the Marmeladovs. ♦ RL 1, RL 2
WRITE & PRESENT
1. Have students work in small groups to brainstorm two or more themes of the first three books of *Crime and Punishment*. Then ask students to create flow charts that show how each theme develops. [RL 2]

2. Students write a draft of an explanatory essay that tells how the themes they identified interact and build on one another to produce a complex account. Have students use information from their flow charts. [W 5]

3. Students exchange essays and offer suggestions for revising and editing. [W 6]

4. Students present their essays to the class. [SL 4]

5. Students submit their essays to the teacher. [W 6]


STUDENT CHECKLIST

Writing

- Write an explanatory essay telling how the themes interact to produce a complex account.
- Cite text evidence.
- Use correct language conventions.

Speaking & Listening

- Present information and supporting evidence.
- Convey a clear perspective.
- Demonstrate a command of formal English.


**OBJECTIVES**

- Analyze the impact of author’s choices
- Identify central ideas
- Analyze text using text evidence

“A White Heron” is broken into three instructional segments.

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<th>SEGMENTS</th>
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<td>1–3</td>
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<tr>
<td>SEGMENT 2</td>
<td>3–6</td>
</tr>
<tr>
<td>SEGMENT 3</td>
<td>6–9</td>
</tr>
</tbody>
</table>

**Options for Reading**

**Independent** Students read the story independently and then answer questions posed by the teacher.

**Supported** Students read a segment and answer questions with teacher support.

**TEXT COMPLEXITY RUBRIC**

Overall Text Complexity

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<th>Quantitative Measure</th>
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**Qualitative Measures**

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<th>Text Structure</th>
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<tr>
<td>Knowledge Demands</td>
<td>some cultural and literary knowledge useful</td>
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<td>Purpose/Levels of Meaning</td>
<td>multiple levels of meaning</td>
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</table>

**SUMMARY** In the short story “A White Heron,” a young girl named Sylvia has to make a difficult decision. As Sylvia returns home with her cow, she meets a hunter who shoots birds to collect them. He is searching for a heron and offers money to anyone who can tell him where to find its nest. With the thought of money and with a newfound feeling of admiration for the hunter, Sylvia searches and finds the heron’s nest. However, when questioned by the hunter and her grandmother, Sylvia decides to keep the heron’s whereabouts a secret.

**ABOUT THE AUTHOR** Sarah Orne Jewett was born in Maine in 1849. In addition to short fiction, she also published poetry, children’s books, and novels. Jewett’s writing depicts the local color of rural Maine.

**Discuss Genre and Set Purpose**

**REGIONAL FICTION** Guide students in a discussion of how regional fiction uses language to transport readers to a particular place. Tell students to scan the text, examining the details that describe the setting.

**SET PURPOSE** Help students set a purpose for reading, such as determining why Sylvia makes the choice she does.
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **loitered** (p. 2) • proceeded slowly, made many stops
- **shoal** (p. 3) • shallow
- **wayfarer’s** (p. 3) • belonging to person who travels on foot
- **proffered** (p. 3) • presented for acceptance, offered

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 1–2** • *Why is the cow important to Sylvia?* The cow serves as Sylvia’s “playmate” and provides an excuse for her to stay outside.  
**RL 1**

**p. 2** • *How does Sylvia feel about living on the farm? How do you know?*

Sample answer: Sylvia feels invigorated living on the farm. “It seemed as if she never had been alive at all before she came to live at the farm.”  
**RL 1, RL 3**

**p. 3** • *Whom does Sylvia meet on her walk home? What request is made of her?*

Sylvia meets a young hunter. He asks if he can spend the night at her house.  
**RL 1**

**SECOND READ**

**Analyze the Text**

- *Why is Sylvia brought to the farm and not her brothers and sisters?*
  She is “afraid of folks,” so living on her grandmother’s isolated farm will mollify her fears. What sound does Sylvia hear that frightens her? She hears a whistle. Why does the sound frighten her? Sylvia thinks it might be “a boy’s whistle.” When she lived in town, she was frightened by a “great red-faced boy,” so she is wary of meeting another one.  
**RL 1, RL 3**

- *What words does Jewett use on p. 3 to describe the hunter?*
  “determined,” “aggressive,” “enemy,” “cheerful,” “persuasive,” “tall,” “young,” “stranger,” “kindly,” “gallantly.” What do these words say about Sylvia’s feelings about the hunter? Sample answer: Before Sylvia speaks with the hunter, her initial feelings are fearful, but her feelings soften when the hunter is friendly to her. She is still anxious and wary, but she is willing to speak to him.  
**RL 1, RL 4**

**USE VISUALS**

**Domain Specific Vocabulary**

- **halloa** (p. 3) • a greeting to attract attention
- **gunning** (p. 3) • hunting with a gun
- **game-bag** (p. 3) • a bag to carry birds killed by a hunter

**ENGLISH LANGUAGE LEARNERS**

**Use Visuals**

Explain to students that authors often use symbols in their writing to enhance an idea. Show students images of two to three common symbols, such as a heart, and skull and crossbones, and ask them to identify the ideas or feelings associated with each. Then, show images of two symbols from Segment 1 and ask students what they represent: “wretched dry geranium” in a city setting—nature withering in a harsh, unnatural environment; a hunting rifle—destruction or death. Tell students to look for other symbols as they continue to read.

**RESPOND TO SEGMENT 1**

**Classroom Collaboration**

Have partners create a summary of this segment. Then have students ask questions they might have regarding the segment.
**Domain Specific Vocabulary**

- **plaguy** (p. 4) • troublesome
- **banging** (p. 4) • lounging about, loafing
- **ornithologist** (p. 4) • a person who studies birds

**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **squalor** (p. 4) • the state of being extremely dirty
- **hermitage** (p. 4) • a secluded residence
- **demure** (p. 4) • reserved, shy
- **rushes** (p. 5) • tufted marsh plants
- **divining** (p. 5) • discovering something by intuition
- **premonition** (p. 6) • a strong feeling that something will happen
- **elusive** (p. 6) • difficult to find or catch

**ELL ENGLISH LANGUAGE LEARNERS**

Use Peer Supported Learning

Have pairs work together to retell the story. One student should read and retell the events that take place on pp. 3–4; the other should read and retell the events on pp. 5–6.

**RESPOND TO SEGMENT 2**

Classroom Collaboration

Have small groups work together to summarize what they have read. Have them ask questions about what they don’t understand.

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **p. 4** • *How does the grandmother describe Sylvia?* Sylvia is comfortable with animals. Her grandmother says that “the wild creature’s counts her one o’ themselves.” *What evidence does the grandmother provide to support her opinion?* The squirrels and birds eat out of Sylvia’s hand. [RL 1]

- **pp. 4–5** • *What does the hunter collect?* **birds** Why has he come to the area where Sylvia and her grandmother live? He followed a white heron to the area, and he wants to add it to his collection. [RL 1]

- **pp. 5–6** • *How have Sylvia’s feelings toward the hunter changed? How do you know?* Sample answer: Sylvia is developing a crush on the hunter. She finds him “charming and delightful” and looks at him with “loving admiration.” [RL 1, RL 3]

**SECOND READ**

**Analyze the Text**

- **Discuss with students the internal conflict developing within Sylvia by reviewing the last two paragraphs of Segment 2 (pp. 5–6) Ask: What is the only thing the hunter does to trouble Sylvia?** **shooting birds** Why does she feel this way? She doesn’t “understand why he killed the very birds he seemed to like so much.” *Does Sylvia wish to find the heron? How do you know?* Yes, because she is “grieved” when they can’t locate the bird. [RL 1, RL 3]

- **Explain the historical context of the story: Cities were growing, and land was being developed due to industrialization. Ask: How do the hunter and Sylvia represent the tension inherent in industrialization and development?** Sample answer: The hunter views nature as something to possess, just as the forces of industrialization view nature as a source of resources that can be acquired and used. Sylvia views nature as something to befriend and appreciate. [RL 1]
WRITE & PRESENT

1. Have students work in small groups to discuss Sylvia’s internal conflict and the external conflict between humans and nature. Students should also examine the relationship between the conflicts.

2. Students write a draft of an explanatory essay analyzing the internal and external conflicts within the story, as well as how the conflicts relate to one another. Encourage students to cite text evidence.

3. Students exchange essays and offer suggestions for revising and editing.

4. Students give oral presentations of their essays to the class.

5. Students submit their final essays to the teacher.


STUDENT CHECKLIST

Writing

✔ Write an essay that analyzes the story’s conflicts and their relationship to one another.

✔ Cite text evidence as support.

✔ Use correct language conventions.

Speaking & Listening

✔ Present ideas clearly.

✔ Support ideas with evidence.

✔ Use formal English.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 6 • Why does Sylvia think of the pine-tree with “excitement”? She thinks that if she climbs to the top, she can find the heron’s nest.

p. 9 • What does Sylvia discover when she is in the tree? Does she tell the hunter about her discovery? Why?

Sample answer: No, she and the heron share a bond and she cherishes its life.

SECOND READ  Analyze the Text

• To which animal is Sylvia being compared on pp. 7–8? a bird, the heron

Sample answer: The tree symbolizes nature and its strong connection to Sylvia. The tree’s branches hold her “like angry talons.” The tree stood still and held away the winds because it “loved his new dependent.”

• Refer students to the quote on p. 9, “Has she been nine years growing, and now, when the great world for the first time puts out a hand to her, must she thrust it aside for a bird’s sake?” Ask: What is Sylvia rejecting? What does her refusal to share the heron’s whereabouts say about her? Sample answer: Sylvia is giving up the destructive tendencies of society. Her refusal shows that despite a fragile appearance, she can be strong and independent just as nature is.

Independent/Self-Selected Reading

Have students reread “A White Heron” independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

• “Young Goodman Brown” by Nathaniel Hawthorne

• O Pioneers! by Willa Cather
OBJECTIVES

- Analyze text using text evidence
- Analyze characters and their actions
- Recognize themes

**TEXT COMPLEXITY RUBRIC**

**Overall Text Complexity**

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**Qualitative Measures**

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<td>Purpose/Levels of Meaning</td>
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**Common Core Connection**

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary

**Billy Budd, Sailor**
by Herman Melville

**Summary**
Billy Budd, a young sailor, is forced to join the crew of a British man-of-war, the *Bellipotent*. He is well liked by everyone except for the master-at-arms, John Claggart. Claggart tells Captain Vere that Billy Budd is trying to incite mutiny, and Budd is unable to defend himself because he stutters when he gets excited. In response to Claggart’s accusations, Budd strikes and kills him. Captain Vere, who believes that Budd’s actions are just, nonetheless imposes the prescribed military penalty. Budd is hanged at sunrise.

**About the Author**
Herman Melville was born in New York City in 1819. Besides his most famous work, *Moby Dick*, Melville also wrote many other novels, stories, and essays. He was fascinated by life at sea and in 1839 took his first job as a cabin boy. Melville then worked aboard a whaling ship and later joined the U.S. Navy as a seaman on the *United States*.

**Discuss Genre and Set Purpose**

**Literary Fiction** Guide students to discuss the complex characters used in fiction to explore people’s thoughts and motives.

**Set Purpose** Help students set a purpose for reading the story, such as learning what happens to Billy Budd.

**Options for Reading**

**Independent** Students read the book independently and then answer questions posed by the teacher.

**Supported** Students read a segment with a partner and then answer questions with teacher support.

**Segments**

**Segment 1** pp. 3–44
**Segment 2** pp. 45–86
**Segment 3** pp. 87–128
Academic Vocabulary
Read each word with students and discuss its meaning.
prosaic (p. 3) • dull or unimaginative
plenary (p. 19) • complete
inimical (p. 30) • adverse or unfavorable toward something
protuberant (p. 33) • bulging
punctiliousness (p. 38) • extreme strictness about correct behavior
recondite (p. 41) • difficult to understand

Domain Specific Vocabulary
quarter-deck (p. 13) • the rear part of the upper deck where official ceremonies take place
tars (p. 18) • sailors (also called Jack-tars)
nautical (p. 27) • having to do with seafaring

FIRST READ  Think Through the Text
Have students use text evidence and draw inferences to answer questions.

pp. 3–16 • What reasons are given for why people like Billy Budd? The captain of the merchant ship says on p. 8 that Billy is a peacemaker. He is also good-looking, a hard worker, and friendly. Why do some of the sailors, such as Red Whiskers, dislike him? On p. 8, the merchant ship captain says that Red Whiskers thought Billy was a pushover.

pp. 26–31 • What kind of man is Captain Vere? Sample answer: He is an intellectual, loves to read, and is a man of few words. He is fair-minded and a strict disciplinarian. How can you tell? On p. 26, the narrator says that Vere is a sailor of distinction, mindful of his men’s welfare, and a good sailor. He also says that Vere never tolerates breaks in discipline. On p. 29, the narrator says that Vere loves to read.

pp. 32–44 • What is John Claggart’s job? He is the master-at-arms, and he polices the sailors. Does the narrator describe Claggart in a positive or negative way? Explain. Sample answer: The narrator describes him in a negative way. On p. 33, the narrator dwells on Claggart’s abnormal physical characteristics and suggests that Claggart is a swindler and quite possibly a wanted criminal who entered the navy as an alternative to serving a prison sentence.

SECOND READ  Analyze the Text
• Why do you think Melville discusses the mutinies that occurred just prior to when this story is set? Sample answer: He wants the reader to understand what might be on the minds of the ship’s officers.

• Based on the story so far, what do you think are some of the themes of the novel? Sample answer: So far the narrator has had a lot to say about the moral character of Billy Budd, Captain Vere, and John Claggart. One of the novel’s themes is probably making moral choices.
**Domain Specific Vocabulary**

- **latitude** (p. 56) • the distance north or south of the equator
- **messmates** (p. 68) • people who eat meals together
- **frigate** (p. 71) • a fast naval vessel

**Academic Vocabulary**

- **ineffability** (p. 51) • quality of not being able to be described
- **contumelious** (p. 54) • scornful
- **bulwarks** (p. 57) • the part of a ship’s side above the upper deck
- **magnanimity** (p. 62) • the quality of being generous and forgiving
- **invidious** (p. 68) • causing resentment
- **dubieties** (p. 77) • doubts

**ELL ENGLISH LANGUAGE LEARNERS**

**Use Gestures**

Have students act out the end of Chapter 19 beginning on page 82 with “Fated boy, what have you.” Encourage students to use both facial and hand gestures to express the characters’ feelings.

**RESPOND TO SEGMENT 2**

**Classroom Collaboration**

Have small groups work together to summarize the second section of the story. Have them ask questions about what they don’t understand.

**Common Core Connection**

- **RL 2** determine two or more themes or central ideas of a text/analyze their development/ provide summary; **RL 4** determine the meaning of words and phrases, including figurative and connotative meanings/analyze the impact of word choices; **RI 9** analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical/literary significance; **RL 10** read and comprehend literature; **W 2** write informative/explanatory texts

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 45–55** • What does Claggart believe about the incident of Billy Budd spilling his soup? On p. 53, the narrator says that Claggart thought Budd spilled the soup on purpose to show his dislike. What part does Squeak play in Claggart’s construction of the event? On p. 54, the narrator says that Squeak falsely told Claggart that Budd called him names behind his back. Because Claggart believed Squeak, he thought Billy disliked him and imagined that Budd spilled his soup on purpose. **RL 1**

**pp. 56–69** • What happens between Budd and the afterguardsman? The afterguardsman tries to engage Billy Budd in a mutiny, but suspecting that something is wrong, Budd angrily sends him away. Why doesn’t Billy Budd alert someone about the possible mutiny? He is uncertain as to the afterguardsman’s identity and intentions, and he believes it is wrong to inform on his shipmates. **RL 1**

**pp. 70–86** • Why does Budd strike Claggart? He is unable to defend himself with words, so he lashes out at Claggart in the only way he can. Why does Captain Vere say that Claggart was struck dead by an angel of God? Vere knows that Budd is not guilty of inciting mutiny and that Claggart was bearing false witness. **RL 4**

**SECOND READ**

**Analyze the Text**

- **Why doesn’t Billy Budd believe the Dansker when the old man tells him that Claggart wishes him ill?** Sample answer: Because Billy Budd has never had the experience of having someone smile at his face and stab him in the back, he can’t imagine that Claggart’s pleasant words to him do not really represent his feelings. **RL 1**

- **What theme emerges in the second section of the novel?** innocence versus experience How do you know? Melville takes great pains to describe and contrast the characters of naive, innocent Billy Budd and devious, deceptive John Claggart. **RL 2**
WRITE & PRESENT

1. Have students work in small groups to compare and contrast how the protagonists of Herman Melville’s *Billy Budd* and Nathaniel Hawthorne’s *The Scarlet Letter* maintain their integrity when confronting authority. Tell students to relate their analysis of that theme to other portrayals in nineteenth- and early-twentieth-century foundational works of American literature they have read.

2. Students write a draft of an essay that compares and contrasts these two characters. Encourage students to cite text evidence to support their analysis.

3. Students exchange essays and offer suggestions for revising and editing their essays.

4. Students present their essays to the class.

5. Students submit their essays to the teacher.


STUDENT CHECKLIST

Writing

- ✔ Write an essay comparing and contrasting the main character in *Billy Budd* with the main character in *The Scarlet Letter*.
- ✔ Cite text evidence.
- ✔ Use correct language conventions.

Speaking & Listening

- ✔ Present information and supporting evidence.
- ✔ Convey a clear perspective.
- ✔ Demonstrate a command of formal English.

First Read

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

**pp. 87–96** • How does Vere feel about Budd’s punishment? Captain Vere is conflicted about Budd’s punishment. On one hand, he believes that Claggart testified falsely against Budd and that Budd did not mean to kill Claggart; on the other hand, Vere feels honor bound to follow the law. How can you tell? On p. 96, Vere describes the case as one in which military duty clashes with moral scruple and asks how they can condemn an innocent man to death. ☐ RL 1

**pp. 97–101** • How do the three men who make up the drumhead court first want to rule regarding Billy Budd’s crime? Knowing that Budd is innocent of Claggart’s accusations, the men want to let Billy Budd go free. They feel that Claggart got what he deserved at the hand of the man he falsely accused. What happens to change their minds? Captain Vere urges them to disregard the sympathy they feel toward Budd and to judge based on reason and the rule of law. ☐ RL 1

Second Read

Analyze the Text

- ✔ What themes are explored in the last section of the novel? Sample answer: Melville explores the themes of human and divine justice.
- ✔ In which characters are these themes embodied? As an intelligent, upright man enforcing a harsh law, Captain Vere embodies the theme of human justice. Billy Budd, who forgives those who condemn him and whose memory is cherished, embodies divine justice. ☐ RL 1

Independent/Self-Selected Reading

Have students reread *Billy Budd* independently to practice analyzing the text on their own, or have them practice the skills using another book, such as:

- ✔ *Moby-Dick* by Herman Melville
- ✔ *The House of the Seven Gables* by Nathaniel Hawthorne ☐ RL 10

Academic Vocabulary

- pedantry (p. 95) • the practice of being slavishly devoted to rules
- clemency (p. 99) • the act of showing mercy
- ignominious (p. 114) • disgraceful
- saturnine (p. 116) • pessimistic; gloomy
- superannuated (p. 125) • worn out from age
OBJECTIVES

- Determine central ideas
- Analyze the impact of an author’s choices
- Analyze how an author structures a text

“Home” is broken into three instructional segments.

SELECTIONS

SEGMENT 1: pp. 352–354
SEGMENT 2: pp. 355–358
SEGMENT 3: pp. 359–361

“Home” by Anton Chekhov

SUMMARY

Yevgeny Petrovich Bykovsky, a prosecutor, attempts to convince his young son, Seryozha, not to smoke. He tries moral and logical arguments, but he is unable to get Seryozha’s attention. Finally, he makes up a story about a prince who dies young because of smoking. Seryozha is strongly affected and he swears he will not smoke again. The father reflects on the power of storytelling.

ABOUT THE AUTHOR

Anton Pavlovich Chekhov, born in 1860, was the son of a Ukrainian grocer and the grandson of a serf who had bought his freedom. Chekhov studied medicine, and to support himself he began to publish short stories. He became a famous writer and a doctor. Chekhov was awarded the Pushkin Prize in 1888.

Discuss Genre and Set Purpose

SHORT STORY

Guide students in a discussion of the elements of short fiction, such as characters, setting, and plot. Have students briefly look through the story and identify these elements.

SET PURPOSE

Have students determine a purpose for reading the story, such as to notice how the story is structured.

TEXT COMPLEXITY RUBRIC

Overall Text Complexity

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Common Core Connection

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary; RL 3 analyze impact of author’s choices regarding how to develop and relate elements of a story or drama; RL 5 analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact.
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **expostulate** (p. 352) • to disagree with something or argue against it
- **intelligible** (p. 353) • able to be understood
- **caricature** (p. 353) • someone or something that is exaggerated in a funny or foolish way
- **subsequent** (p. 353) • coming after something else
- **solace** (p. 353) • comfort, reassurance

**Domain Specific Vocabulary**

- **prosecutor** (p. 352) • a lawyer who, in a court case, accuses and tries to convict a person of a crime
- **discursive** (p. 353) • moving at random from topic to topic

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 352–353** • How does Yevgeny Petrovich first react to hearing about Seryozha’s smoking? He is amused. He laughs at the thought of the child with a cigarette in his mouth, then smiles at the idea of the boy smoking a huge cigar. RL 1

- **pp. 352–354** • How do we know that the Bysovskys are wealthy? because Seryozha has a governess, a separate nursery, and wears a velvet jacket RL 1

- **p. 354** • What three faults does Yevgeny Petrovich say Seryozha has committed? smoking, stealing, and lying RL 1

**SECOND READ**

**Analyze the Text**

- **What does Yevgeny Petrovich know he should do?** punish his son Why does he struggle with this task? He loves Seryozha, whose mother has died. Also, he is not convinced that smoking itself is wrong. RL 2

- **How does Chekhov draw readers into the story’s conflict?** by taking us straight into the crisis that Seryozha’s smoking causes in Yevgeny Petrovich’s mind RL 3, RL 5

- **What troubles Yevgeny about the need to punish transgressions such as smoking?** He is troubled by the seeming “law of social life” that “the less an evil was understood, the more fiercely and coarsely it was attacked” (p. 353). RL 1, RL 2

**RESPOND TO SEGMENT 1**

**Classroom Collaboration**

Have small groups work together to create and present a summary, as well as raise questions that might be answered in the next segment.
Read each word with students and discuss its meaning.

- **consumption** (p. 355) • a progressive wasting away of the body, especially from tuberculosis of the lungs
- **morality** (p. 357) • values about right and wrong behavior
- **languidly** (p. 355) • lacking force or quickness of movement
- **urchin** (p. 356) • a mischievous youngster, often poor
- **thrashed** (p. 356) • beaten
- **subtlety** (p. 357) • craftiness, trickery
- **spherical** (p. 358) • round

**FIRST READ**  
**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 355–356** • What two reasons does Yevgeny Petrovich give his son for why he shouldn’t smoke? He explains why it is wrong to steal other people’s belongings, and he makes a logical argument about the physical consequences of smoking. How does Seryozha respond? He is unable to pay attention and asks questions about completely unrelated topics.  
  - **RL 1, RL 2**

- **p. 356** • How does Yevgeny Petrovich introduce a personal note into the subject of smoking being dangerous for the health? He mentions Seryozha’s Uncle Ignat, who died of consumption.  
  - **RL 1**

**SECOND READ**  
**Analyze the Text**

- Draw students’ attention to the paragraph on p. 356 that begins, “Seryozha leaned his elbows on the edge of the table again. . . .” Discuss the fact that Yevgeny wants to relate to Seryozha because he is the boy’s father. Ask: What is another reason that it might be important for Yevgeny to relate to Seryozha? Because he is a recent widower and has to substitute for Seryozha’s deceased mother.  
  - **RL 2**

- Review the story thus far. Ask: How does the author’s use of third-person narration affect his tone? The use of third-person narration creates a distance between the author and his subjects. This creates a neutral, impartial tone.  
  - **RL 3**
### WRITE & PRESENT

1. Have students analyze and discuss in small groups how Chekhov’s choice of structuring “Home” by beginning in the midst of the action shapes the story’s meaning and contributes to its overall narrative arc.  
   - **W 4**

2. Students draft an explanatory essay analyzing how Chekhov’s choice of structuring “Home” by beginning in the midst of the action shapes the story’s meaning and contributes to its overall narrative arc.  
   - **W 5**

3. Students divide into small groups and share their essays with one another and edit their writing.  
   - **W 5**

4. Groups present their essays to the class.  
   - **SL 4**

5. Individual students submit their final drafts to the teacher.  
   - **W 4**


### STUDENT CHECKLIST

#### Writing
- Include a clear thesis.
- Explain how Chekhov uses the story’s structure to shape its meaning.
- Provide a logical conclusion.

#### Speaking & Listening
- Engage effectively in collaborative discussions.
- Logically present claims and findings.
- Cite text evidence.

### FIRST READ

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **p. 360** • *What do Yevgeny and Seryozha think of the end of Yevgeny’s story? Yevgeny finds it absurd and naïve, but it makes an intense impression on Seryozha.*  
  - **RL 1**

- **pp. 360–361** • *How does Yevgeny feel after he has told Seryozha the fairy tale? He is disturbed by the fact that morality and truth must always be taught in the form of stories, “gilded like pills.”*  
  - **RL 1, RL 2**

### SECOND READ

**Analyze the Text**

- *Consider the structure of this story. In what way can it be said to start in the middle? Sample answer: The event that sets the plot in motion by creating conflict, Seryozha’s smoking, takes place before the beginning of the story.*  
  - **RL 5**

- *How does Yevgeny Petrovich reconcile his professional life as a prosecutor and his personal life as Seryozha’s father? by shifting from the impersonal and the professional, as a lawyer using logic, to the personal and emotional, as a father telling his son fairy stories*  
  - **RL 2**

### Independent/Self-Selected Reading

Have students read “Home” independently to practice analyzing the text on their own, or have them practice the skills using another book, such as:

- *Fathers and Sons* by Ivan Turgenev  
  - **RL 10**

- *Stories of Chekhov* by Anton Chekhov  
  - **RL 10**
OBJECTIVES
- Provide an objective summary
- Recognize how characters are developed
- Analyze text using text evidence

The Great Gatsby is broken into three instructional segments.

SEGMENTS
SEGMENT 1 pp. 1–59
SEGMENT 2 pp. 61–111
SEGMENT 3 pp. 113–180

Options for Reading
Independent Students read the book independently and then answer questions posed by the teacher.
Supported Students read a segment independently and then answer questions with teacher support.

The Great Gatsby
by F. Scott Fitzgerald

SUMMARY Nick Carraway narrates the rise and fall of Jay Gatsby, a self-made millionaire who strives for entry into the privileged upper class in the hopes of reuniting with his former love, Daisy Buchanan. For a short time, Gatsby succeeds in reviving an affair with Daisy. However, tragedy follows when Gatsby is forced to acknowledge that dreams do not always end happily.

ABOUT THE AUTHOR Francis Scott Key Fitzgerald, born in 1896, is known as a social historian of the Jazz Age, a period of time after World War I until the Great Depression. His four novels and numerous short stories explore the themes of greed, excess, love, and loss.

Discuss Genre and Set Purpose
LITERARY FICTION Guide students to discuss the importance of point of view in fiction. Have students scan the first few pages to determine the identity of the narrator.
SET PURPOSE Help students set a purpose for reading, such as to find out how the narrator’s views of the characters in the story shape their own feelings toward the characters.

TEXT COMPLEXITY RUBRIC

Overall Text Complexity

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<tr>
<td>Purpose/Levels of Meaning</td>
<td>multiple levels of meaning</td>
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</tbody>
</table>

Common Core Connection
RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary.
Academic Vocabulary

Read each word with students and discuss its meaning.

- **supercilious** (p. 7) • behaving as though one is superior to others
- **wan** (p. 11) • pale, lacking color
- **languid** (p. 30) • lacking interest, indifferent
- **vehemently** (p. 42) • showing strong feelings, with passion
- **vacuous** (p. 46) • showing a lack of thought or intelligence
- **din** (p. 53) • loud noise

**FIRST READ**

**Think Through the Text**

Have students cite text evidence and draw inferences to answer the following questions.

**pp. 13–16** • What does Jordan reveal to Nick as Tom and Daisy leave the dinner table? *Jordan tells Nick that Tom is having an affair with a woman in New York and that everyone knows about it.*  

**pp. 34–37** • What do you learn about Tom and Myrtle’s relationship? How did it begin and how would you describe it? *Sample answer: Tom and Myrtle do not like their spouses. Tom pursued Myrtle, but he has lied to her, telling her he cannot leave his wife because she is Catholic and doesn’t believe in divorce. Tom is even abusive to Myrtle. When Myrtle taunts him by repeating Daisy’s name, Tom hits her and breaks her nose.*

**SECOND READ**

**Analyze the Text**

- Refer students to the descriptions of Gatsby on pp. 32, 44, and 49. Point out that different characters provide differing views of Gatsby. Ask: *To whom does Catherine believe Gatsby is related? Kaiser Wilhelm What rumors about Gatsby do the partygoers share with Nick and Jordan? Gatsby may have killed a man, may have been a German spy, and may have served in the American army. What did Gatsby tell Jordan that she doesn’t believe? He attended Oxford.*

- Direct students to p. 46, where Nick observes the people surrounding the dance floor at Gatsby’s party. Ask: *What words and phrases stand out as Nick describes the people? Sample answer: “eternal graceless circles”; “superior couples”; “tortuously, fashionably”; “hilarity”; “celebrated tenor”; “notorious contralto”; “stunts”; “happy, vacuous bursts of laughter”; “baby act”; “champagne was served in glasses bigger than finger-bowls”. Based on the connotations of these words and phrases, what can you infer about Nick’s attitude toward “society”? Sample answer: Nick seems to be fascinated by society. He recognizes the merriment and diversion that money can offer. However, he also senses that these feelings are temporary and superficial.*

**Domain Specific Vocabulary**

- **Great War** (p. 3) • World War I
- **anon** (p. 18) • soon
- **oculist** (p. 24) • person who specializes in the treatment of diseases or defects of the eyes

**ELL**

**ENGLISH LANGUAGE LEARNERS**

**Use Visuals**

Refer students to pp. 8, 10–11, and 22 in Chapter 1 and p. 25 in Chapter 2. Discuss the real locations—Midwest, New York, Long Island, Louisville—and fictional locations—West and East Egg (Great Neck region of Long Island) and Valley of Ashes—that are important to the story. Have small groups work together to locate these places on a map of the United States.

**Domain Specific Vocabulary**

- **Great War** (p. 3) • World War I
- **anon** (p. 18) • soon
- **oculist** (p. 24) • person who specializes in the treatment of diseases or defects of the eyes

**RESPOND TO SEGMENT 1**

**Classroom Collaboration**

Have small groups work together to create a summary of what has happened so far. Have students ask questions they might have regarding the segment.
**ENGLISH LANGUAGE LEARNERS**

**Use Props**
Refer students to the paragraph on p. 92 that begins “He took out a pile of shirts.” Define the terms *sheer linen, thick silk, and fine flannel* by showing students examples of these materials. Explain how Gatsby’s collection of fine clothes symbolizes his wealth and how his “beautiful shirts” impress Daisy.

**RESPOND TO SEGMENT 2: Classroom Collaboration**
Have small groups work together to summarize the second section. Tell them to ask questions about anything they don’t understand.

**Domain Specific Vocabulary**

- **knickerbockers** (p. 62) • baggy pants that come to the knee
- **raja** (p. 65) • an Indian king or prince
- **somnambulatory** (p. 69) • as if in a state of sleepwalking

**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **denizen** (p. 73) • a resident of a particular place
- **rout** (p. 81) • a disorderly retreat
- **corrugated** (p. 92) • having ridges or grooves
- **nebulous** (p. 94) • vague or indistinct
- **laudable** (p. 97) • deserving praise
- **meretricious** (p. 98) • falsely attractive, superficial
- **dilatory** (p. 108) • slow, sluggish

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 69–73** • *Who is Mr. Wolfsheim? How is he connected to Gatsby?*
  
  Mr. Wolfsheim is a gambler who fixed the 1919 World Series. He and Gatsby seem to be business associates. **RL 1**

- **pp. 74–77** • *What does Jordan reveal to Nick about Daisy’s relationship with Gatsby?*
  
  Jordan tells Nick that Daisy and Gatsby were a couple, but the war and her family kept them separated. **RL 1**

- **pp. 107–108** • *What does Tom think about Gatsby? What does Tom vow to discover?*
  
  Tom is not impressed by Gatsby, calling him “newly rich” and probably a “big bootlegger.” Tom intends to find out what Gatsby does and how he got his money. **RL 1**

**SECOND READ**

**Analyze the Text**

- **Who lives across the bay from Gatsby? Daisy What does Nick now know about Gatsby’s outstretched arms? Nick knows that Gatsby was reaching for Daisy. What does the green light symbolize? Sample answer: The green light represents Gatsby’s longing, his dream to be reunited with his love. **RL 1**

- **On p. 65, Gatsby tells Nick about his life. Briefly summarize what you learn. Gatsby is from a wealthy Midwest family who are all deceased. He went to school at Oxford and lived in several European cities. He served as an officer in the war and even earned a medal. Now look at pp. 98–101. Briefly summarize Gatsby’s true past. Gatsby’s real name is James Gatz, and he was born into an unsuccessful farming family. As a young man, he worked as a clam digger and salmon fisher. He attended a college in Minnesota for a short time, working as a janitor, but left and returned to Lake Superior. There he met Dan Cody, who became his employer for five years. During that time, Gatsby lived a life of luxury, traveling around the world on Cody’s boat. However, upon Cody’s death, Gatsby had to make his own way since the inheritance Cody left him was never delivered. **RL 2**
WRITE & PRESENT

1. Have students work in small groups to discuss and take notes on how the characters in *The Great Gatsby* try to escape the worlds they come from. Ask students to take notes that chronicle which social class the characters come from, how the characters attempt throughout the story to escape that class, and whether or not any of the characters are successful. [RL 2]

2. Students draft an explanatory essay summarizing F. Scott Fitzgerald’s *The Great Gatsby* wherein they analyze how different characters try to escape the worlds they come from. [W 2]

3. Students exchange essays and offer suggestions for revising and editing. [W 5]

4. Students present their essays orally to the class. [SL 4]

5. Students submit their final essays to the teacher. [W 4]


STUDENT CHECKLIST

**Writing**

- ✅ Summarize the characters’ attempts to escape the worlds they come from.
- ✅ Cite text evidence.
- ✅ Use correct language conventions.

**Speaking & Listening**

- ✅ Present ideas clearly.
- ✅ Support ideas with evidence.
- ✅ Use formal English.

**First Read**

**Think Through the Text**

*pp. 148–151* What does Gatsby tell Nick about his past relationship with Daisy? How did it begin? How did it end? Gatsby went to Daisy’s house with other officers. When he had to leave for war, he realized he loved her. When he couldn’t return home as quickly as Daisy wanted, she broke up with him. [RL 1]

*pp. 178–179* How does Nick feel about Tom and Daisy? How do his feelings shape his view of the upper class? *Sample answer:* Nick does not like Tom. He thinks Tom and Daisy are “careless people.” He believes that the upper class are selfish. [RL 2]

**Second Read**

**Analyze the Text**

- Point out Nick’s comment on p. 154: “They’re a rotten crowd” and ask: To whom is Nick referring? Why are the people “rotten”? Nick is referring to Tom, Daisy, and Jordan. They are “rotten” because money and reputation matter more to them than anything else. Why does Nick believe Gatsby is “worth the whole damn bunch put together”? Even though Gatsby is a liar, he is one for an honorable reason—love—unlike Tom, Daisy, and Jordan, who lie to protect themselves. [RL 2]

- What does Nick say in the book’s final four paragraphs about the sailors who first arrived on the island and their dreams? Nick describes the sailors as having fulfilled a dream of discovery and possibility. What does Nick speculate about Gatsby’s dream and feelings? Nick believes that Gatsby’s dream was to become wealthy in order to find happiness with Daisy. When Gatsby acquired his wealth, he must have felt that he was close to attaining his dream. [RL 2]

**Independent/Self-Selected Reading**

Have students read *The Great Gatsby* independently to practice analyzing the text on their own, or have them practice the skills using another book, such as:

- *The House of Mirth* by Edith Wharton
- *The Sun Also Rises* by Ernest Hemingway [RL 10]

**Academic Vocabulary**

Read each word with students and discuss its meaning.

- *caravansary* (p. 114) a group of people traveling together
- *portentous* (p. 127) ominous, foreshadowing something bad
- *pneumatic* (p. 161) able to hold or be inflated with air
- *amorphous* (p. 161) lacking organization or unity
OBJECTIVES

- Analyze development of the themes of a text
- Analyze an author’s choices
- Cite text evidence that supports inferences

As I Lay Dying is broken into three instructional segments.

SEGMENTS

SEGMENT 1 . . . . . pp. 1–84
SEGMENT 2 . . . . pp. 85–165
SEGMENT 3 . . . pp. 166–261

As I Lay Dying

SUMMARY When Addie Bundren, the wife of a poor farmer named Anse, dies, her family sets out for the town of Jefferson, Mississippi, to fulfill her wish to be buried there. The flooding river has washed out bridges, making the journey long and dangerous. Along the way, Addie’s body begins to decompose, and the family struggles through several misadventures. Finally, however, they arrive in Jefferson and bury the body. As they prepare to return home, Anse marries a new wife.

ABOUT THE AUTHOR William Faulkner (1897–1962) was born and lived most of his life in Mississippi, which also served as the setting for an extraordinary list of novels and short stories, for which he was awarded two Pulitzer Prizes and the 1949 Nobel Prize for Literature.

Discuss Genre and Set Purpose

NOVEL Remind students that the author of a novel explores the human condition through fictitious characters, setting, and plot. Ask students to page through the first chapters and find details that identify this work as a novel.

SET PURPOSE Help students set a purpose for reading, such as to find out how the effort to bury Addie changes her family.

TEXT COMPLEXITY RUBRIC

Overall Text Complexity

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<tr>
<td>multiple levels of meaning</td>
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</tbody>
</table>
Academic Vocabulary

Read each word with students and discuss its meaning.

- **undulations** (p. 4) • waves or wavelike motions
- **reproach** (p. 47) • criticism or blame
- **irrevocable** (p. 48) • not to be redone; impossible to change
- **impalpable** (p. 76) • unable to be perceived or felt

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 1–5 • What is Cash doing as the story begins?**

Building a coffin for his mother, Addie, who is dying Why is he building it in front of the window where Addie can see and hear him? So she can know he is doing a good job. 

**pp. 14–15 • What is Jewel’s attitude toward Cash’s building the coffin and toward the people sitting with Addie?**

He thinks they should leave her alone and that they’re rushing her. He thinks they’re constantly upsetting her with all the noise and by constantly fanning her and talking so she can’t rest.

**pp. 26–28 • What kind of relationship does Dewey Dell have with Lafe, and what does Darl know that Dewey Dell can talk to him about without using words?**

She has had an affair with Lafe and has gotten pregnant.

**SECOND READ**

**Analyze the Text**

- **Who narrates the story?** Every section is narrated by someone different; most are members of the Bundren family; some are neighbors. Why might Faulkner have chosen to tell the story from different points of view? Possible answer: It enables the reader to view events from many perspectives. It forces the reader to become a more active participant in the story; the reader must synthesize information from multiple perspectives.

- **One of the main themes of the novel is death, or what it means to exist.** How is this theme developed through Vardaman’s narratives in this first segment? Sample answer: Vardaman brings home a fish and cleans it. In his rambling narrative, he connects Addie’s life and death to the fish. He’s confused by death and by what it means to exist, and his confusing stream-of-conscious narrative demonstrates that confusion and the struggle to understand existence and death.

**Domain Specific Vocabulary**

- **adze** (p. 4) • a woodworking tool similar to an ax used in trimming or roughly shaping wood.
- **augur** (p. 73) • a boring tool similar to a drill-bit for drilling holes in wood.
- **bevel** (p. 78) • create a surface at an angle to another surface.

**ELL**

**ENGLISH LANGUAGE LEARNERS**

**Use Comprehensible Input**

Explain to students that the narratives in this novel are rich in dialect and colloquialisms. Read a short passage aloud and point out irregular spellings or word choices that may be difficult. Encourage students to keep a list of problematic words and phrases as they read and then provide class time to clarify them for students.

**RESPOND TO SEGMENT 1**

**Classroom Collaboration**

Have partners create a summary of the plot events in this segment. Then have students predict what might happen next in the novel.
**Domain Specific Vocabulary**

- **gait** (p. 107) • manner in which a horse moves, such as by trotting, cantering, or galloping
- **ford** (p. 142) • a place on a river that is shallow enough to cross by wading

**Academic Vocabulary**

- **emaciation** (p. 98) • extreme thinness due to lack of nutrition
- **contrived** (p. 113) • obviously planned
- **desolation** (p. 142) • a place that is empty, barren, lonely
- **rapt** (p. 157) • focused with total concentration
- **ludicrous** (p. 163) • ridiculous; laughable

**ELL ENGLISH LANGUAGE LEARNERS**

Use Peer Supported Learning

Assign each student one of the main characters from the book and ask the student to list three or four adjectives to describe the character. Then have students meet in groups to discuss their adjectives and why they chose them.

**RESPOND TO SEGMENT 2**

Classroom Collaboration

Have small groups work together to summarize what they have read. Have them ask questions about what they don’t understand.

**Common Core Connection**

- **RL 1** cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; **RL 2** determine two or more themes or central ideas of a text/analyze their development/provide summary; **RL 5** analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact; **W 2** write informative/explanatory texts; **W 4** produce writing in which development, organization, and style are appropriate to task, purpose, and audience; **W 5** develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; **SL 4** present information, findings, and supporting evidence, conveying a clear/distinct perspective

**FIRST READ**

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

- **pp. 100–111** • The Bundrens are going to Jefferson to bury Addie. What other reasons do they have to go there? Vardaman wants to see the toy train. Anse wants to get new teeth. Cash wants to stop off on the way back to repair Tull’s roof. Dewey Dell is carrying Cora Tull’s cakes to sell for her. Why doesn’t Anse want Jewel to bring his horse? He thinks it is disrespectful; the journey is to respect Addie’s wishes to bury her in Jefferson, not for personal reasons. What is ironic about Anse’s condemnation of Jewel? By Anse’s standard, taking advantage of the journey to get teeth for himself is also disrespectful. **RL 1**

- **pp. 128–136** • Why does Jewel work so hard to earn money? He wants to buy a horse. What does it symbolize for him? freedom **RL 1**

**SECOND READ**

Analyze the Text

- Family members narrate most parts of the story, but in this section Tull narrates several sections and Samson narrates another. What are the advantages of having these outside narrators tell part of the story? They provide a more objective view of what is happening; they help demonstrate that the Bundrens are not typical by showing what others think about them and the coffin that needs to be buried. **RL 5**

- One of the ongoing themes of the book is work. How is this theme developed in this segment? Jewel works hard to earn the horse. Vernon and Jewel struggle in the river to recover Cash’s tools that have been lost in the crossing. **W 2** How does their attitude toward work contrast with Anse’s? Anse thinks of himself as a working man, but doesn’t seem to do much work: his shirt doesn’t have a sweat line. Anse is good at getting others to work and do things for him. **RL 2**
WRITE & PRESENT

1. Have small groups discuss how the author’s choices contribute to the novel’s meaning and impact.  RL 5
2. Students draft an explanatory essay analyzing how the author’s choices contribute to the overall meaning and impact of the novel.  W 2
3. Students exchange essays with a partner for peer review and editing.  W 5
4. Students present their essays to the class.  SL 4
5. Students submit their final essays to the teacher.  W 4


STUDENT CHECKLIST

Writing

✔ Write an essay explaining how the structure affects the meaning of the novel.

✔ Cite evidence to support the analysis.

✔ Use correct language conventions.

Speaking & Listening

✔ Participate in collaborative discussions.

✔ Present information, findings, and supporting evidence.

✔ Convey a clear and distinct perspective.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 177 • What is the “living lie” that Reverend Whitfield has committed and why must he seek forgiveness from Anse? He committed adultery with Addie, fathering Jewel.  RL 1

pp. 218–221 • How did the barn catch on fire? Darl started the fire. Why? He knew it was time to stop hauling the body all over the countryside; he tried to burn it.  RL 1

p. 238 • Why does Darl laugh when he is taken into custody? Sample answer: Darl is laughing because of the irony of the situation. He did burn down the barn, but compared to hauling Addie’s decomposing body for nine days through July heat, rain, and floods, his action seems almost rational.  RL 1

SECOND READ  Analyze the Text

• The first sections of this segment (pp. 166–179) represent a flashback that interrupts the chronological narrative. Why does Faulkner insert these passages at this point? There has been a long section describing Jewel’s heroic efforts to save the coffin. These sections of flashback help explain Jewel’s character and his special relation to Addie.  RL 5

• Review the development of the theme of work. Ask: What does Anse’s willingness to trade his farm equipment for the mules say about his attitude toward work and his family? It indicates he is willing to risk his family’s well-being to complete this journey. It suggests he does not have the same respect for work that Cash, Vernon, and Jewel do.  RL 2

Independent/Self-Selected Reading

If students have already demonstrated comprehension of As I Lay Dying, have them practice analyzing theme and structure in other works.

Suggested titles:

• Light in August by William Faulkner  RL 10
• Getting Mother’s Body by Suzan-Lori Parks  RL 10

Academic Vocabulary

Read each word with students and discuss its meaning.

absolving (p. 167) • forgiving one of sins; removing guilt
remorse (p. 179) • deep regret or guilt
ascetic (p. 208) • practicing self-denial while following a simple life
interminable (p. 219) • unending
docile (p. 220) • easy to manage or control

As I Lay Dying • 47
**OBJECTIVES**
- Identify two or more themes of a story
- Analyze how author’s choices contribute to overall meaning
- Analyze text using text evidence

**A Farewell to Arms** is broken into three instructional segments.

**SEGMENTS**
- SEGMENT 1 . . . . pp. 3–159
- SEGMENT 2 . . . . pp. 163–233
- SEGMENT 3 . . . . pp. 237–332

**Options for Reading**
- **Independent** Students read the book independently or with a partner and then answer questions posed by the teacher.
- **Supported** Students read a segment and answer questions with teacher support.

**Discuss Genre and Set Purpose**

**FICTION** Have students briefly examine the story. Discuss with students what characteristics of fiction, such as dialogue, they notice.

**SET PURPOSE** Help students set a purpose for reading, such as to find out how the narrator’s feelings about the war change during the story.

**TEXT COMPLEXITY RUBRIC**

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**SUMMARY** American Frederic Henry works as an ambulance driver in the Italian army of World War I. In Milan, he meets an English nurse, Catherine Barkley. They fall in love, and she becomes pregnant. Back at the front, Frederic takes part in a huge retreat. When he is nearly shot by Italian officers, he deserts the army and returns to Catherine. Together they escape to Switzerland; however, when Catherine goes into labor, the baby is stillborn, and Catherine dies.

**ABOUT THE AUTHOR** Ernest Hemingway was born in 1899 in Oak Park, Illinois. He served as an ambulance driver in World War I. After the war, he moved to Paris. Hemingway was famous for his terse, vigorous prose, which is much imitated. He won the Nobel Prize for Literature in 1954. He was also known for his larger-than-life personality. Hemingway was married four times and died in 1961.
SECOND READ  Analyze the Text

- Review pages 3–4. Ask: What is the point of view in the first chapter? A first-person narrator describes the setting and action without identifying himself. What does the last paragraph imply about the narrator’s feelings on war? How do you know? The narrator says “only seven thousand” died from cholera. This use of irony shows that the narrator has a negative feeling about the war.  

- Review pages 28–32. Ask: Why does Catherine tell Frederic to say he’s come back? Sample answer: Catherine wants to pretend that Frederic is her fiancé who has come back from the dead.  

- Review Book Two, pages 81–159. Ask: How does the war seem to affect Catherine’s ideas about love? Sample answer: Because her fiancé was killed in the war, she is willing to move faster in her relationship with Frederic. She seems to feel that their time is precious.  

- Ask: What do you think is a major theme of this segment? Sample answer: the intensity of love during war  How does the text support your ideas? Sample answer: Though the characters at first only pretend they are in love, when they meet again in the hospital, they actually do fall in love. The misery of war makes them appreciate their love for each other even more.
Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 163–180 • How has the war affected Rinaldi? Rinaldi is exhausted, more argumentative, and worried that he has syphilis. How has it affected the priest? The priest has matured and is no longer affected by the teasing.  

pp. 181–225 • What is happening in the war during this section? The Italian army is retreating because Austrian and German forces have won important battles. What is Frederic’s job during the retreat? He is supposed to drive the ambulance with hospital equipment. What obstacles does he face in his job? The retreat is extremely slow, and when Frederic uses an alternate route, the ambulance gets stuck in mud.  

pp. 209–225 • What happens to Aymo, Bonello, and Piani, who begin the retreat with Frederic? Aymo is shot dead, probably by Italians who mistake him for a German. Bonello gives himself up to the enemy. Piani travels with Frederic until Frederic gets stopped on the bridge.

Analyze the Text

- Have students revisit pages 226–230. Ask: How does the narrator’s use of pronouns in this chapter shift? The narrator starts the section addressing the reader by using the pronoun “you” but quickly returns to “I” in the first paragraph. In the second paragraph, the narrator uses the pronoun “we,” apparently to describe himself and pieces of timber. How does this change in pronouns affect the reader? The reader is somewhat disoriented, like Frederic.  

- Ask: What is a major theme of this segment? Sample answer: absurdity of war. What examples from the text support your ideas? On page 204, Frederic and Bonello both shoot the sergeant for trying to escape. Later in the story, each of them escapes. On pages 221–225, though Frederic has risked his life to work in the Italian army, he is very nearly killed by Italian officers because he is not with his unit.
Academic Vocabulary

- **grappa** (p. 237) • Italian brandy
- **mufti** (p. 246) • civilian clothes
- **impartially** (p. 249) • in an unbiased way
- **trolling** (p. 254) • a method of fishing that requires baited lines set on the back of a moving boat
- **fallacy** (p. 261) • incorrect notion or idea

WRITE & PRESENT

1. Have small groups discuss the plot events, point of view, and themes of each segment of the story.
   - RL 2, RL 6

2. Students write a persuasive essay about two of the novel’s themes, such as: 1) the absurdity of war and 2) the intensity of love during war, relating the themes to the narrator’s point of view. Encourage students to cite text evidence to defend their claims.
   - W 1

3. Students share their work with partners and offer suggestions for revising and editing. Students edit their writing based on these suggestions.
   - W 5

4. Students present their final writing to their classmates. Ask listeners to respond to the ideas in each student’s writing.
   - SL 4

5. Students turn in their final drafts to the teacher.
   - W 4

STUDENT CHECKLIST

Writing

- Identify two or more themes from the novel.
- Analyze how the narrator’s point of view contributes to the story’s themes.
- Use complete sentences and developed paragraphs to structure writing.

Speaking & Listening

- Read writing aloud with a clear, audible voice.
- Present ideas in a meaningful way.

FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

- **How do Frederic’s friends help him?** The hospital porter tells him where Catherine is. Simmons gives him civilian clothes. Emilio (the barman) tells Frederic that he will be arrested unless he leaves. Emilio also gives him his boat.
  - RL 1

- **What is surprising about Frederic’s reaction to his baby?** Frederic is not interested in the baby and blames him for putting Catherine in danger. What causes Frederic’s confusion about the baby? The doctor first says that the baby is “magnificent.” Frederic sees that the doctor is “doing something” to the baby, but he leaves the room before finding out anything more. Later, the nurse explains that the baby was born dead.
  - RL 1

SECOND READ

Analyze the Text

- **How does weather work as a symbol in the novel?** Rain symbolizes death. In the first chapter, rain brings cholera and the death of seven thousand. Later, Catherine imagines herself dead in the rain. It is raining when Frederic learns of the baby’s death and when Catherine dies.
  - RL 1

- Review two themes with students: the intensity of love during war and the absurdity of war. Ask: How does the narrator’s point of view help develop these themes? Sample answer: Frederic’s cynical and disillusioned point of view makes his love for Catherine seem more precious and intense. However, Frederic’s narration of his experiences also shows war to be senseless, with men being killed by their own allies.
  - RL 2, RL 6

Independent/Self-Selected Reading

Have students reread *A Farewell to Arms* independently to practice analyzing the text on their own, or have them practice the skills using another book, such as:

- **Three Soldiers** by John Dos Passos
- **All Quiet on the Western Front** by Erich Maria Remarque
OBJECTIVES

- Analyze text using evidence
- Describe the theme of the text
- Analyze the impact of the author’s choices

Their Eyes Were Watching God is broken into three instructional segments.

SEGMENTS

SEGMENT 1 . . . . . pp. 1–75
SEGMENT 2 . . . . . pp. 76–128
SEGMENT 3 . . . . . pp. 129–193

Summary

The main character, Janie Crawford, explores different life options through her three husbands. First, her grandmother arranges a marriage with an older man who wants her to work on his farm. Janie then runs away with another man, who becomes the mayor of an all-black town and wants her to be a trophy wife. After his death, Janie finally finds love with a man known as Tea Cake.

About the Author

Zora Neale Hurston, born in 1891, grew up in Eatonville, an all African-American town in Florida. Hurston studied at Howard University, received a degree in anthropology from Barnard College, and did graduate work at Columbia University. After moving to New York, Hurston became a part of the Harlem Renaissance.

Discuss Genre and Set Purpose

FICTION Guide students to discuss one of the purposes of literary fiction—exploring human emotion.

Set Purpose

Help students set a purpose for reading the story, such as figuring out how Janie goes about fulfilling her dreams of love.

Text Complexity Rubric

Overall Text Complexity

<table>
<thead>
<tr>
<th>Quantitative Measure</th>
<th>Their Eyes Were Watching God</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexile</td>
<td>FICTION ACCESSIBLE</td>
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<td></td>
<td>850L</td>
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</table>

Qualitative Measures

- Text Structure: less familiar story structure
- Language Conveniality and Clarity: literal, accessible language and increased, clearly-assigned dialogue
- Knowledge Demands: some cultural and literary knowledge useful
- Purpose/Levels of Meaning: single level of complex meaning

Common Core Connection

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matter uncertain; RL 3 analyze impact of author’s choices regarding how to develop and relate elements of a story or drama; RL 5 analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact.
Academic Vocabulary

Read each word with students and discuss its meaning.

- **pugnacious** (p. 2) • belligerent
- **dissolution** (p. 12) • act of breaking apart
- **mien** (p. 24) • bearing or demeanor
- **tangible** (p. 47) • able to be touched
- **temerity** (p. 50) • boldness, audacity

**FIRST READ**  
**Think Through the Text**

Have students use text evidence and draw inferences to answer the following questions.

**pp. 1–7** • What do the townspeople who see Janie returning think of her? **They do not like her.** How do you know? **Sample answer:** On pp. 2–3, the townspeople discuss Janie’s business and make unkind remarks.   

**pp. 8–33** • Why does Janie marry Logan Killicks? **Her grandmother persuades her to marry him because she wants Janie to be well provided for.** Is Janie happy with this marriage? **Why or why not? Janie is unhappy because she does not love and respect her husband.**

**pp. 46–75** • How does Janie feel about her second marriage? **She isn’t happy in her second marriage.** How do you know? **The main thing Joe wants from Janie is her submission and not her love, so Janie learns to keep her thoughts to herself.**

**SECOND READ**  
**Analyze the Text**

- Point out to students that Hurston uses stories and tall tales within the larger story. Ask: **Why does Hurston include the story of Matt’s mule?** **Sample answer:** Hurston includes the story of the mule as an allegory for the way Joe treats Janie. He starves her for affection and respect and requires her to work beyond her strength. When Joe buys the mule to let it rest, he is treating it better than he treats Janie.

- **Does Janie change in this segment of the novel? yes If so, how?** **Sample answer:** Janie changes from a young, obedient girl into a woman who tries to take charge of her own destiny. On pp. 32–33, she leaves her first husband for Joe Stark. For a long time Joe dominates Janie, but on p. 72, after Joe hits her, Janie has an awakening in which she becomes aware of her own feelings.

**Domain Specific Vocabulary**

- **muck** (p. 7) • slimy dirt
- **bread board** (p. 22) • a piece of wood on which bread is kneaded and sliced
- **brazen** (p. 45) • made of brass
- **tack** (p. 53) • to change directions

**English Language Learners**

**Use Comprehensible Input**

Have small groups of students read a paragraph of dialogue from the first segment out loud. Then have them write a paraphrase of what the characters are saying.

**Respond to Segment 1**  
**Classroom Collaboration**

Have small groups work together to summarize the story so far. Have them ask questions about what they don’t understand.
Think Through the Text

Have students use text evidence and draw inferences to answer the following questions.

pp. 76–87 • What happens to Joe? He gets sick and dies. How does Janie respond to this? On pp. 86–87, when Joe is on his deathbed, Janie tells him how he has mistreated her. [RL 1]

pp. 94–109 • What does Tea Cake do that impresses Janie? On pp. 95–96, he teaches her how to play chess. How does this affect Janie? She is happy that he thinks she's smart enough to play. [RL 1]

pp. 116–128 • What happens to the $200 that Janie has hidden in her dress? Tea Cake takes it and throws a party with it—without Janie’s knowledge or permission. How does Janie react when she finds out about the money? She panics because she believes Tea Cake has tricked her, stolen her money, and run away. [RL 1]

Analyze the Text

• How does Joe’s death change the way Janie sees herself? Sample answer: Janie sees herself as a free, attractive woman, and on p. 89 she realizes that she hated her grandmother for forcing her into a loveless marriage and that she still wants what she has always wanted—to be appreciated for who she is. [RL 1]

• How is Tea Cake different from Joe? Sample answer: Tea Cake is unpretentious and hangs around with people of questionable character, while Joe is respectable to the point of being snobbish. Tea Cake is charming and passionate, while Joe is reserved. Tea Cake is easygoing, while Joe is strict and domineering. [RL 1]
1. Have students work in small groups to analyze Janie, the protagonist of *Their Eyes Were Watching God*. Ask whether she is a static character—one who stays the same—or a dynamic character—one who changes. Have students make a list of evidence from the novel to support their answer. **RL 3**

2. Students write a draft of an essay that tells whether Janie is a static or dynamic character. Encourage students to cite evidence from the text. **W 2**

3. Students exchange essays and offer suggestions for revising and editing. **W 5**

4. Students present their essays to the class. **SL 4**

5. Students submit their essays to the teacher. **W 4**


**STUDENT CHECKLIST**

**Writing**

- Write an essay telling whether Janie is a static or dynamic character.
- Cite text evidence.
- Use correct language conventions.

**Speaking & Listening**

- Present information and supporting evidence.
- Convey a clear and distinct perspective.
- Demonstrate a command of formal English.

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**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **transients** (p. 131) • people who move from place to place
- **insensate** (p. 144) • without human feeling
- **transmutation** (p. 145) • change
- **disgorged** (p. 174) • spewed
- **supplication** (p. 178) • plea

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**FIRST READ**  
**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 129–135** • How has Janie’s life changed since she married Tea Cake?  
**Sample answer:** They don’t have a permanent home or job, and they live from one payday to the next. Also, Janie mingles freely with the same people that Tea Cake does. **What does Janie think of this lifestyle? She is content and happy.** **RL 1**

**pp. 168–189** • Why do Janie and Tea Cake shoot at each other? **Because Tea Cake is in the latter stages of rabies, he is out of his mind and tries to kill Janie. Janie returns fire to defend herself.** **How do you know that Janie isn’t angry at Tea Cake? After she kills him, she holds him in her arms and mourns deeply for her loss.** **RL 1**

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**SECOND READ**  
**Analyze the Text**

- At the end of the novel, how does Janie feel about her life? **Sample answer:** She is satisfied with her life. She was able to travel and have a variety of experiences, and she had a fulfilling relationship with Tea Cake. On p. 191, Janie says that she is glad to be home, and that the house is not lonely because it’s full of memories. **RL 3**

- **What do you think Janie means when she says on p. 191 that love is like a sea that is shaped by different shores? Sample answer:** that loving relationships are shaped by the people who are part of them, so every one looks different from the outside. **RL 4**

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**Independent/Self-Selected Reading**

Have students read *Their Eyes Were Watching God* independently to practice analyzing the text on their own or have them practice the skills using another work, such as:

- **Beloved** by Toni Morrison  **RL 10**
- **The Color Purple** by Alice Walker
“The Garden of Forking Paths”
by Jorge Luis Borges

SUMMARY During World War I, Dr. Yu Tsun, a German spy, is living in Great Britain. When his identity is compromised, Yu Tsun, pursued by Captain Richard Madden, travels to the home of Stephen Albert. Albert believes that Yu Tsun is there to see his labyrinth garden, which is based on the work of Yu Tsun’s ancestor, Ts’ui Pen. While discussing the garden, Yu Tsun kills Albert, thus notifying the Germans of the name of the city to be attacked—the city of Albert.

ABOUT THE AUTHOR Jorge Luis Borges (1889–1986) was a celebrated Argentine writer known for his surreal imagery. He was also a professor of literature and director of the National Public Library of Argentina. In 1961 he became the first person to be awarded the International Publishers’ Prize Prix Formentor.

Options for Reading

Independent Students read the story independently and then answer questions posed by the teacher. Students may then reread the story.

Supported Students read the story with a partner and then answer questions with teacher support.

Discuss Genre and Set Purpose

SHORT STORY Guide students to discuss the compact plot structure used in short stories.

SET PURPOSE Help students determine a purpose for reading, such as to understand the story’s plot.

TEXT COMPLEXITY RUBRIC

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<tr>
<td>Purpose/Levels of Meaning</td>
<td>multiple levels of complex meaning</td>
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</tbody>
</table>

Common Core Connection

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 3 analyze impact of author’s choices regarding how to develop and relate elements of a story or drama; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective
WRITE & PRESENT

1. Have students work in small groups to discuss how the image of the labyrinth relates to the plot of “The Garden of Forking Paths.”  
   ✔ RL 3

2. Students write a draft of an essay in which they analyze how the image of the labyrinth is reflected in the plot of the story. Encourage students to cite text evidence to support their analyses.  
   ✔ W 2

3. Students exchange essays and offer suggestions for revising and editing.  
   ✔ W 5

4. Students present their essays to the class.  
   ✔ SL 4

5. Students submit their final essays to the teacher.  
   ✔ W 4


STUDENT CHECKLIST

Writing

✔ Write an essay analyzing how the image of the labyrinth is reflected in the plot of the story.

✔ Cite text evidence.

✔ Use correct language conventions.

Speaking & Listening

✔ Present information and supporting evidence.

✔ Convey a clear and distinct perspective.

✔ Demonstrate a command of formal English.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 119–124 • What two things is Yu Tsun trying to do? He is trying to escape, and he says on p. 120 that he must notify Germany of the location of a cache of weapons in enemy territory.  
   ✔ RL 1

pp. 125–127 • Why does Albert say Ts’ui Pen’s book is out of chronological order? He says that the book itself is a labyrinth of time, which is why the characters in the book experience a variety of different outcomes all at once.  
   ✔ RL 1

p. 128 • Why does Yu Tsun shoot Stephen Albert? Yu Tsun knows that Albert’s name will appear in all the papers the next day, notifying the Germans of the location of the weapons— in Albert.  
   ✔ RL 1

SECOND READ  Analyze the Text

• How is the image of the labyrinth repeated throughout the story?
  Sample answer: The image of the labyrinth is repeated on p. 122 in the roads Yu Tsun must walk to get to Albert’s house, on p. 123 in the meandering paths of Albert’s garden, and in Ts’ui Pen’s Garden of Forking Paths.  
   ✔ RL 3

• How is Ts’ui Pen’s story-labyrinth reflected in the story Borges tells?
  Sample answer: Albert points out that a character in the story-labyrinth might take one fork in the road and die, but if he takes another fork, he would become someone’s enemy. In the story, Albert is someone Yu Tsun greatly admires and respects, and yet Yu Tsun must kill Albert to get his message out.  
   ✔ RL 3

Independent/Self-Selected Reading

If students have already demonstrated comprehension of “The Garden of Forking Paths,” have them practice analyzing another work, such as:

• Collected Fictions by Jorge Luis Borges  
   ✔ RL 10

• Collected Stories by Gabriel García Márquez


**The Adventures of Augie March**

by Saul Bellow

**SUMMARY** Augie March grows up poor in Chicago during the Great Depression. Augie searches for a way to lead a “true life” and has a hard time settling down. He holds a series of wildly unusual jobs. Finally Augie moves to Europe and marries a dishonest woman.

**ABOUT THE AUTHOR** Saul Bellow, born in 1915 in Quebec, moved with his family to Chicago when he was nine. Bellow received many awards for his novels, including three National Book Awards, the Pulitzer Prize, and the Nobel Prize for Literature.

**Discuss Genre and Set Purpose**

**FICTION** Guide students in a discussion of one of the purposes of fiction—to explore the human experience in a particular time and place.

**SET PURPOSE** Help students set a purpose for reading, such as to understand what the author is saying about the human experience.

**TEXT COMPLEXITY RUBRIC**

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
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<tr>
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</tr>
<tr>
<td>fairly complex theme, distinctly unfamiliar experience, many references or allusions to other texts</td>
</tr>
<tr>
<td><strong>Purpose/Levels of Meaning</strong></td>
</tr>
<tr>
<td>multiple levels of meaning</td>
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**Options for Reading**

**Independent** Students read the book independently and then answer questions posed by the teacher.

**Supported** Students read a segment in pairs and answer questions with teacher support.

**SEGMENTS**

SEGMENT 1 . . . . . pp. 1–190
SEGMENT 2 . . . . . pp. 191–393
SEGMENT 3 . . . . . pp. 394–586

**Common Core Connection**

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary; RL 4 determine the meaning of words and phrases, including figurative and connotative meanings/analyze the impact of word choices.
ENGLISH LANGUAGE LEARNERS

Use Sentence Frames
Guide students to generate words and phrases to describe Augie’s jobs. Then, have students orally complete sentence frames such as the following.

Augie works _______.
Later Augie also works _______.
Augie also works _______.

Domain Specific Vocabulary

mensch (p. 45) • good person
epithalamium (p. 134) • wedding poem
Chanticleer (p. 167) • rooster

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 1–62 • Why does Grandma Lausch take authority over Augie and his brothers? Their father deserted the family, and their mother is easily dominated. Why does Augie’s brother Simon decide that they don’t have to listen? Simon knows that Grandma Lausch is not a relative.  RL 1

pp. 63–134 • What is Augie’s relationship to William Einhorn? Augie is Einhorn’s assistant, sometimes carrying the disabled older man but also taking on business tasks. How does the character of Einhorn contrast with Augie’s brother Georgie? Georgie is mentally challenged, but physically fit. Einhorn is very bright, but physically disabled.  RL 1

pp. 135–190 • How does Mrs. Renling treat Augie March? Mrs. Renling tries to educate and refine Augie. She wants to adopt him. How does Augie feel about the Renlings? He is happy working for them but refuses their adoption offer, feeling that it is not the path he is meant to take.  RL 1

SECOND READ  Analyze the Text

• Review page 1. Ask: What does Augie mean by writing “a man’s character is his fate”? Augie means that people’s moral makeup will affect their success or failure in the world. Why does the author have the narrator quote Heraclitus in the first paragraph? He is showing that the narrator has an interest in the classical world and philosophy.  RL 4

• How does Augie’s brother Simon change in the course of the segment? Sample answer: Simon starts out believing in honor and duty, trying to be a model schoolboy. By the end of the segment, he has turned out the boarder who raised him and Augie and has shown he is willing to do dishonest things to succeed.  RL 1

• What do you think is a major theme of this segment? the search for one’s path in life What examples from the text support your ideas? Sample answer: Augie tries various ways to live, including being a thief and being a college student. He earns a good wage with the Renlings, but he leaves when they want to adopt him. As the narrator, he mentions in several places, such as on p. 90, that he is searching for a direction.  RL 2

RESPOND TO SEGMENT 1  Classroom Collaboration

Have partners create a summary of the plot events in this segment. Then, have students predict what might happen next in the novel.
**Domain Specific Vocabulary**

**Trotskyist** (p. 231) • follower of Leon Trotsky, Russian Marxist

**Caligula** (p. 364) • notoriously cruel Roman emperor

**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **euglena** (p. 222) • single-cell organism found in freshwater
- **persiflage** (p. 235) • lighthearted talking
- **mutability** (p. 261) • tendency to change
- **lepidopterous** (p. 266) • having to do with butterflies or moths
- **mitigate** (p. 296) • make less severe

**ELL**

**ENGLISH LANGUAGE LEARNERS**

Use Comprehensible Input

Ensure students understand the plot by asking questions such as Why do Augie and Lucy break up? and Why does Augie become engaged to Charlotte’s sister?

**RESPOND TO SEGMENT 2**

**Classroom Collaboration**

Have small groups work together to summarize what they have read. Have them ask questions about what they don’t understand.

**Common Core Connection**

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary; RL 5 analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact; RL 10 read and comprehend literature; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

pp. 211–218 • Why does Simon want to marry Charlotte Magnus? He wants to marry Charlotte because she is wealthy. Simon is disillusioned about marrying for love. ◼️ RL 1

pp. 218–310 • How does Augie’s friendship with Mimi Villars affect his fate? Augie is engaged to wealthy Lucy Magnus, but when Lucy’s family finds out that Mimi has had an abortion, they assume that Augie is romantically involved with her. Lucy breaks off the engagement. ◼️ RL 1

pp. 323–339 • How does Augie feel about the end of his job as a union organizer? On page 338, Augie explains that he could not continue, because he had to be with Thea. He also notes that it’s not his calling to be a social-movement leader. ◼️ RL 1

**SECOND READ**

**Analyze the Text**

- Review pages 211–305 with students. Ask: Augie disapproves of Simon’s decision to marry Charlotte for her money. Why then does Augie become engaged to Charlotte’s sister? Sample answer: Augie seems to want to make Simon happy, and he also finds Lucy genuinely attractive and likable. ◼️ RL 1

- Have students revisit pages 338–393. Ask: Why do you think Bellow chooses to make Thea a hunter? By making Thea a hunter, Bellow shows that she is capable of cruelty but also that she is fundamentally tougher than Augie, who seems glad that Caligula does not want to kill lizards. ◼️ RL 5

- Ask: What is a major theme of this segment? A major theme is how love affects an individual’s search for destiny. What examples from the text support your ideas? Augie gives up his job as union organizer when Thea comes to find him. With Thea, Augie seems willing to test the idea that being an outstanding partner could be his proper role. ◼️ RL 2

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60 Exemplar Instructional Resource
**WRITE & PRESENT**

1. Have small groups discuss the plot events and themes of each segment of the story. [RL 2]

2. Students draft an explanatory essay about how two of the novel’s themes, such as what it means to be an American and the search for one’s path in life, are developed over the course of the story. Encourage students to cite text evidence to defend their ideas. [W 2]

3. Students share their work with partners and offer suggestions for revising and editing. Students edit their writing based on these suggestions. [W 5]

4. Students present their final writing to their classmates. Ask students to respond to the themes and ideas from each student’s writing. [SL 4]

5. Students turn in their final drafts to the teacher. [W 4]


**STUDENT CHECKLIST**

**Writing**
- Identify two or more themes from the novel.
- Analyze how the themes are developed.
- Use complete sentences and developed paragraphs to structure writing.

**Speaking & Listening**
- Read writing aloud with a clear, audible voice.
- Present ideas in a meaningful way.

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**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 394–446**
- Why does Thea end her romance with Augie? She is angry that Augie leaves a party with another woman, Stella. What do others tell him about Thea? She has been seeing another man. [RL 1]

**pp. 496–586**
- What plan for his life does Augie explain to Clem? On page 496, Augie explains that he wants to open a home where he could teach, raise his own children, and shelter his mother and brother. Why doesn’t Augie follow through with this plan? First he becomes a merchant marine and is injured. Afterward, he falls in love with Stella, who leads him to move to Europe. [RL 1]

**SECOND READ**

**Analyze the Text**

- Remind students of different characters in the book who have tried to influence Augie. Then ask: How is Basteshaw similar to and different from Einhorn, Mrs. Renling, and Thea? Like them, he has grand ideas and wants Augie to go along with them. Unlike them, he shows himself to be completely crazy. Why does Augie say that people want to recruit him? Sample answer: Since Augie seems promising but without direction, others want him to join in their plans and projects. [RL 2]

- Ask: What are some of the themes of the whole book? Explain. Sample answer: One theme is what it means to be an American. Augie seems to believe in the American Dream—that success is possible—if only he can decide what success would mean for him. Another theme is the search for one’s destiny. Augie continues to seek his proper role and rejects a number of possibilities along the way. [RL 2]

**Independent/Self-Selected Reading**

Have students reread *The Adventures of Augie March* independently to practice analyzing the text on their own, or have them practice the skills using another book, such as:

- *Herzog* by Saul Bellow [RL 10]
- *Invisible Man* by Ralph Ellison [RL 10]
The Bluest Eye
by Toni Morrison

SUMMARY The main character of The Bluest Eye, a young girl named Pecola, believes that her life, which is marred by racism and family violence, would be transformed if she had blue eyes. Pecola even goes so far as to visit a sham healer who promises to give her blue eyes. Eventually Pecola escapes her abusive situation in the only way she can—by abandoning reality altogether and believing that she really does have blue eyes.

ABOUT THE AUTHOR Toni Morrison was born Chloe Anthony Wofford in Ohio in 1931. Her novels have won many awards, including the Pulitzer Prize in 1988 for Tar Baby and the 1993 Nobel Prize in Literature. In 2000, she was awarded the National Humanities Medal.

Discuss Genre and Set Purpose

NOVEL Guide a discussion of how the purpose of a novel is to explore the human experience.

SET PURPOSE Help students set a purpose for reading the novel, such as to learn what the title, The Bluest Eye, has to do with the theme.

TEXT COMPLEXITY RUBRIC

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by Toni Morrison

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NOVEL Guide a discussion of how the purpose of a novel is to explore the human experience.

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TEXT COMPLEXITY RUBRIC

The Bluest Eye
by Toni Morrison

SUMMARY The main character of The Bluest Eye, a young girl named Pecola, believes that her life, which is marred by racism and family violence, would be transformed if she had blue eyes. Pecola even goes so far as to visit a sham healer who promises to give her blue eyes. Eventually Pecola escapes her abusive situation in the only way she can—by abandoning reality altogether and believing that she really does have blue eyes.

ABOUT THE AUTHOR Toni Morrison was born Chloe Anthony Wofford in Ohio in 1931. Her novels have won many awards, including the Pulitzer Prize in 1988 for Tar Baby and the 1993 Nobel Prize in Literature. In 2000, she was awarded the National Humanities Medal.

Discuss Genre and Set Purpose

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**FIRST READ**  
**Think Through the Text**  
Have students use text evidence and draw inferences to answer questions.

**pp. 1–23** • *How does Claudia’s view of Shirley Temple compare with that of Pecola’s? Claudia hates Shirley Temple; Pecola adores her. What kinds of dolls does Claudia get? blue-eyed white dolls Why does she dismember them? They look like the white girls she has seen who receive so much adoration, and Claudia is jealous.*  

**pp. 24–47** • *What kind of relationship do Cholly and Mrs. Breedlove have? They have a violent, abusive one. Why does Pecola want to have blue eyes? She thinks that if she had blue eyes, she would be beautiful and safe.*  

**pp. 48–93** • *How do Claudia and Frieda feel about Maureen Peel? They are jealous of her light skin and nice clothes and of the way that she is treated, but they are also attracted to her. On p. 63, Claudia says that she and Frieda are secretly prepared to be her friend if she will let them.*

**SECOND READ**  
**Analyze the Text**  

- **What are two main themes that are developing so far?**  
  *Sample answer: the perception that whiteness represents beauty, how that perception affects the way people are treated, and violence*  

- **What are some details or events that develop the theme of whiteness as representing beauty?**  
  *Sample answer: When the boys circle Pecola, they tease her for being black, even though they are black. When Maureen, who is light skinned, joins in, the boys back down.*  

- **What are some details or events that develop the theme of violence?**  
  *Sample answer: Mrs. Breedlove and Cholly have a violent fight, and Junior attacks Pecola and kills his mother’s cat.*

**Domain Specific Vocabulary**

- **cod-liver oil (p. 9)** • a thick, pale yellow oil derived from the liver of cod that is a source of vitamins A and D

**ELL ENGLISH LANGUAGE LEARNERS**

**Use Peer Supported Learning**  
Have students work in teams of three and have them read the monologue that begins in the middle of page 24 and ends on p. 25. Ask each team to paraphrase any sentences they have trouble understanding. Then have a volunteer read the monologue aloud.

**RESPOND TO SEGMENT 1**  
**Classroom Collaboration**  
Ask students to work in small groups and summarize the segment. Have them ask questions about ideas or passages they don’t understand.
Domain Specific Vocabulary

- **scarlet fever** (p. 100) • a childhood disease characterized by a sore throat, high temperature, and red spots on the skin
- **diagnostician** (p. 136) • an expert, usually a physician, who specializes in diagnosing illnesses

Academic Vocabulary

Read each word with students and discuss its meaning.

- **deformity** (p. 110) • disfigured or misshapen part
- **anecdotes** (p. 111) • brief stories
- **affinity** (p. 116) • a similarity or attraction between two things because of shared characteristics
- **prolific** (p. 136) • producing a great amount
- **infallibility** (p. 137) • inability to fail
- **spontaneity** (p. 143) • the quality of arising naturally or without preparation
- **furtiveness** (p. 159) • the condition of trying to avoid notice

EL1 ENGLISH LANGUAGE LEARNERS

Use Comprehensible Input

After students read the text, ask them to list adjectives that describe how Cholly feels during the episode when he meets his father on pp. 155–157. Discuss student word choices and why they are or are not accurate.

RESPOND TO SEGMENT 2 Classroom Collaboration

Have small groups respond to each segment after they have finished reading it. Ask them to summarize what they’ve learned and discuss any questions before they move on.

**FIRST READ** Think Through the Text

Have students use text evidence and draw inferences to answer questions.

- pp. 95–109 • What does the reader learn about Mrs. Breedlove that helps the reader understand her? On p. 111, the reader learns that Mrs. Breedlove was neglected as a child. She had no nickname, and no one told stories about her or teased her. No one tried to please her. [RL 1]
- pp. 110–123 • How does Mrs. Breedlove escape from her hard life? Is this escape entirely satisfying for her? Why or why not? Mrs. Breedlove escapes her life by going to the movies and identifying with the white actors. This escape is not entirely satisfying because she is constantly reminded that she cannot be like the actors. [RL 1]
- pp. 124–184 • Why does Soaphead Church wish he had the power to grant Pecola’s request for blue eyes? He understands how hard life is for her as a black girl. [RL 1]

**SECOND READ** Analyze the Text

- **How does the incident with the cobbler in the kitchen of the white family Mrs. Breedlove works for relate to the theme of whiteness as beauty?** Sample answer: Even Mrs. Breedlove has internalized the perception that whiteness is beautiful and worthy of love. She treats the white child kindly and gently, but she beats her own daughter. [RL 2]
- **How is the theme of violence developed in this segment?** Sample answer: The white men’s violence toward Cholly and Darlene is echoed in Cholly’s rape of Pecola. These two incidents show how violence can be passed along from one person to another. [RL 2]

**COMMON CORE CONNECTION**

**RL 2** determine two or more themes or central ideas of a text/analyze their development/provide summary; **W 2** write informative/explanatory texts; **W 4** produce writing in which development, organization, and style are appropriate to task, purpose, and audience; **W 5** develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; **SL 4** present information, findings, and supporting evidence, conveying a clear/distinct perspective

64 Exemplar Instructional Resource
WRITE & PRESENT

1. Have students work in small groups to identify two or more themes of The Bluest Eye and then create an outline showing the development of these themes. Their outlines should include details, quotations, and other textual evidence to support each theme.  

2. Students use their outlines to write a draft of an essay analyzing the novel’s themes and explaining how they are developed.  

3. Students exchange essays with a partner for peer review and editing.  

4. Students present their essays to the class.  

5. Students submit their essays to the teacher.  

STUDENT CHECKLIST

Writing

✔ Write an essay analyzing and explaining the development of two or more themes.  

✔ Cite text evidence.  

✔ Use correct language conventions.  

Speaking & Listening

✔ Participate in a collaborative discussion.  

✔ Ask and answer questions about the theme.  

✔ Convey a clear perspective.  

FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 185–190 • What does Claudia notice about the attitude of the adults toward Pecola’s baby? How do Claudia and Frieda feel? Claudia notices that the adults all want Pecola’s baby to die. This makes Claudia angry. She and Frieda believe the baby has a right to live.  

pp. 191–190 • How do Claudia and Frieda try to help Pecola’s baby? They pray and they sacrifice their dreams of a bicycle by planting the seeds they had meant to sell and burying their money.  

pp. 193–206 • Who is talking on pp. 192–204? Pecola and an imaginary friend What is Pecola looking at in the mirror? the blue eyes she has convinced herself that she has  

SECOND READ

Analyze the Text

• How is the theme of the beauty of blue eyes/whiteness wrapped up in this final segment? Sample answer: Pecola goes mad and believes that she has the blue eyes she has always wanted, illustrating the insanity of a world in which a person cannot be worthy of love as she is.  

• On page 205, Claudia refers to the waste and beauty of Pecola and to the beauty she and Frieda have that came from Pecola. What does she mean? Sample answer: Pecola’s life was a waste; she was a beautiful person who was discarded and mistreated by people who discounted her because she was black. Her tragic life taught Claudia and Frieda to appreciate the beauty in their lives.  

Independent/Self-Selected Reading

If students have already demonstrated comprehension of The Bluest Eye, have them practice analyzing theme in other works, such as:

• Sula by Toni Morrison  

• Native Son by Richard Wright  

Academic Vocabulary

Read each word with students and discuss its meaning.

parched (p. 187) • dried out from heat  
devious (p. 191) • deceptive, tricky  
futile (p. 204) • useless; not successful or effective  
slovenly (p. 205) • careless or negligent  
volition (p. 206) • will; the exercise of willpower
Dreaming in Cuban is broken into three instructional segments.

SEGMENTS

SEGMENT 1 . . . . . . . . pp. 1–101
SEGMENT 2 . . . . . . . . pp. 103–209
SEGMENT 3 . . . . . . . . pp. 211–245

Options for Reading

Independent Students read the book independently or with a partner and then answer questions posed by the teacher.

Supported Students read a segment aloud to a partner and then answer questions with teacher support.

Dreaming in Cuban
by Cristina García

SUMMARY Celia del Pino remains a loyal supporter of the communist regime in Cuba, long after her daughter Lourdes has fled to Brooklyn. A second daughter, Felicia, also stays in Cuba, troubled in her mind and her marriages. The conflicts of culture, generation, love, and politics come to a head when Lourdes accompanies her rebellious daughter Pilar back to Cuba for a bittersweet homecoming.

ABOUT THE AUTHOR Cristina García was born in Cuba in 1958 but grew up in New York City, a child of two cultures. Although trained in international relations, she turned to journalism, working for Time Magazine before becoming a full-time writer of fiction. Dreaming in Cuban (1992), her first novel, was a finalist for the National Book Award.

Discuss Genre and Set Purpose

NOVEL Point out that novelists often incorporate their personal experiences into their fictional writing. Guide students to discuss why this might be the case and to offer examples from their own reading.

SET PURPOSE Help students set a purpose for reading, such as to find out which elements from the novel are based on historical events.

TEXT COMPLEXITY RUBRIC

Overall Text Complexity

<table>
<thead>
<tr>
<th>Quantitative Measure</th>
<th>Dreaming in Cuban NOVEL</th>
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Qualitative Measures

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<th>Text Structure</th>
<th>order of events not chronological, many shifts in point of view</th>
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</thead>
<tbody>
<tr>
<td>Language Conventionality and Clarity</td>
<td>figurative language, more complex descriptions</td>
</tr>
<tr>
<td>Knowledge Demands</td>
<td>increased amount of cultural knowledge useful</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>multiple levels of meaning</td>
</tr>
</tbody>
</table>

Common Core Connection

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2 determine two or more themes or central ideas of a textanalyze their developmentprovide summary; RL 5 analyze how author’s choices contribute to its overall structuremeaningaesthetic impact
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **prescience** (p. 5) • ability to foresee the future
- **impeccable** (p. 21) • perfect
- **assuaging** (p. 40) • calming
- **debilitating** (p. 58) • weakening
- **fratricide** (p. 73) • murder of a brother or sister
- **iconoclasm** (p. 92) • rebelliousness
- **dissont** (p. 95) • unharmonious, disagreeing

**First Read**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 4–7** • What is unusual about Jorge de Pino’s appearance when he visits Celia at the beach? Jorge is a giant, radiating blue light. What does Celia conclude from this visit? Jorge is dead.  

- **pp. 25–27** • Why is Pilar upset with her parents? Her father is having an affair; her mother is abusive and spies on her. What is Pilar’s solution? escape to Cuba

- **pp. 86–89** • What happens to Felicia after her father’s death? She loses her sanity. What does she try to do with Ivanito? commit suicide

**Second Read**

**Analyze the Text**

- How do Celia’s and Lourdes’s views about Cuba differ? Celia is a loyal supporter of El Líder’s revolution. Lourdes despises the revolution. How is this conflict mirrored in Lourdes’s relationship with Pilar? Pilar romanticizes her grandmother and the memory of Cuba.

- What role do Celia’s letters to Gustavo play in the novel? Sample answer: They give the reader access to Celia’s rich inner life. They help fill in gaps in the narrative.

- How are the themes of marital relations and generational differences emphasized in this segment? Sample answer: The author describes the marriages of Celia to Jorge, Lourdes to Ruffino, and Felicia to Hugo. She highlights the relationships between Celia, Lourdes, and Felicia with their children. How would you compare or contrast these themes? Support your answer with examples. Sample answer: Communication has broken down in both marital and generational relationships. For example, Celia respects Jorge but spends almost no time with him and shares her thoughts only with her absent lover, Gustavo. Her relationships with both daughters have collapsed.

**Domain Specific Vocabulary**

- **abuela/abuelo** (p. 10) • Spanish for grandmother/grandfather
- **santero** (p. 14) • priest of the Afro/Cuban Santería religion
- **botánica** (p. 36) • a store that specializes in folk medicine

**Use Visuals**

Have students make full-page copies of the del Pino family tree that appears in their books after the table of contents. As they read, encourage students to make notes beside the characters’ names to help them clarify the story. Periodically have students compare notes in small groups.

**Respond to Segment 1**

**Classroom Collaboration**

Have small groups list the key plot events in this segment. Then have one student from each group join another group to compare lists. Have students create a complete outline of the plot on the board.
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **malcontents** (p. 106) • dissatisfied people
- **opulence** (p. 130) • wealth
- **anomaly** (p. 139) • something abnormal
- **scathing** (p. 177) • harshly critical
- **commiserate** (p. 198) • express sorrow

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

pp. 111–112 • How does Celia reveal her dedication to the revolution? She serves as a judge on the people’s court.  
   *Common Core Connection*  
   RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain;  
   RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary;  
   RL 3 analyze impact of author’s choices regarding how to develop and relate elements of a story or drama;  
   W 2 write informative/explanatory texts;  
   W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience;  
   W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach;  
   SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective

pp. 140–144 • How does Lourdes surprise Pilar? She does not attempt to spy on Pilar’s painting. She protects it against assault.  
   *Common Core Connection*  
   RL 1

pp. 147–155 • Describe how Celia gets married twice and how each marriage ends. She falls in love with Ernesto when he falls off his bicycle. He dies days later in a restaurant fire. Upon recovering her sanity, she finds herself in an amusement park, married to Otto. He dies when he falls—or is pushed—off a roller coaster.  
   *Common Core Connection*  
   RL 1

pp. 188–190 • What ritual does Felicia undertake? She becomes a santera. What happens shortly after this ceremony that surprises her friend Herminia? Felicia dies.  
   *Common Core Connection*  
   RL 1

**SECOND READ**

**Analyze the Text**

- Have students review pages 117–118. Ask: What is it that draws Celia to El Líder and the revolution? Sample answer: Celia finds in the certainty of the political system an antidote to her disappointing relationships with her three children.  
  *Common Core Connection*  
  RL 1

- What points of view does the author employ in this segment? Sections featuring Celia, Felicia, and Lourdes are told in third person. Members of the third generation—and Celia in her letters—speak in the first person. What does this technique lend to the novel? Sample answer: It suggests the complexity of personal experience.  
  *Common Core Connection*  
  RL 3

- The themes of magic and memory are woven through the novel. Give examples of each from this segment. Sample answer: Magic: Lourdes has regular conversations with her dead father. Memory: Celia remembers Javier as a young man. How do these themes relate to each other? Sample answer: Both have a dream-like quality. The memories are unreliable. It is unclear whether the magic is occurring in reality or—like memory—in the mind of the individual.  
  *Common Core Connection*  
  RL 2
WRITE & PRESENT

1. Have small groups discuss the themes that they have identified in the story. Encourage students to summarize these themes and to analyze how they develop.  

2. Students choose any two or more themes that interest them. Have students write drafts of explanatory essays about how these themes relate to each other and enrich the narrative. Encourage students to cite text evidence to support their ideas.

3. Students share their work with partners and offer suggestions for revising and editing. Students edit their writing based on these suggestions.

4. Students present their essays to their classmates.

5. Students submit final copies of their essays to the teacher.


STUDENT CHECKLIST

Writing

✔ Identify at least two themes from the novel.

✔ Show how these themes relate to each other and enrich the text.

✔ Use complete sentences and developed paragraphs.

Speaking & Listening

✔ Participate in discussion.

✔ Convey a clear perspective.

✔ Demonstrate command of formal English.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 217 • In what condition do Lourdes and Pilar find Celia? She is sitting on her porch wearing one of Felicia’s old bathing suits. Why would she be dressed like this? She is mourning Felicia’s death.  

pp. 235–236 • What does Pilar discover about her relationship with Cuba and the United States? She loves Cuba, but she belongs in the United States.

pp. 238–239 • Why does Lourdes take Ivanito to the Peruvian embassy? She is determined that he should escape from Cuba.

SECOND READ  Analyze the Text

• What lie does Pilar tell her grandmother? Why does she lie? Sample answer: She says that she could not find Ivanito. She may have felt that his departure was inevitable, that he had left in spirit.

• Explain Celia’s behavior at the end of the novel. Sample answer: She feels that in reuniting with Pilar her useful role in the family has ended. She finds freedom in the ocean and lets her earrings fall, finally releasing her earthly restraints.

• What two themes unite in Celia’s last letter? Explain. Sample answer: memory and family. Celia passes to Pilar the responsibility of remembering the family history.

Independent/Self-Selected Reading

Have students reread Dreaming in Cuban independently to practice analyzing the text on their own, or have them practice the skills using another book, such as:

• The Aguero Sisters by Cristina Garcia

• How the Garcia Girls Lost Their Accents by Julia Alvarez

 Academic Vocabulary

Read each word with students and discuss its meaning.

self-immolation (p. 220) • suicide by setting oneself on fire

deprivation (p. 223) • shortage of life’s necessities

philandering (p. 226) • womanizing

diatribes (p. 233) • angry speeches denouncing someone or something

retribution (p. 234) • repayment for a wrong
**OBJECTIVES**
- Analyze point of view
- Analyze how the author’s choices contribute to the book’s aesthetic impact
- Analyze text using text evidence

**STORIES**

**The Namesake**
by Jhumpa Lahiri

**SUMMARY**
A year after Ashima and Ashoke Ganguli get married and move from Calcutta to Massachusetts, Ashima gives birth to a baby boy. The young couple give him the pet name “Gogol,” expecting to give him a more formal name later. Gogol grows to hate his name and feels distant from the Bengali traditions his parents cling to. When Gogol turns eighteen, he changes his name but cannot change his confused feelings about his family and American and Bengali cultures.

**ABOUT THE AUTHOR**
Jhumpa Lahiri won the Pulitzer Prize in 2000. Born in England to Bengali immigrant parents in 1967, Lahiri was raised in Rhode Island. Lahiri studied English literature at Barnard College and has several advanced degrees from Boston University.

**Discuss Genre and Set Purpose**

**FICTION**
Guide students in a discussion of the fact that a work of fiction can include multiple points of view.

**SET PURPOSE**
Help students set a purpose for reading, such as to find out how the title relates to the themes of the book.

**TEXT COMPLEXITY RUBRIC**

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<thead>
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**COMMON CORE CONNECTION**

**RL 1** cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; **RL 2** determine two or more themes or central ideas of a text/analyze their development/provide summary; **RL 4** determine the meaning of words and phrases, including figurative and connotative meanings/analyze the impact of word choices; **RL 5** analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact.
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- payesh (p. 39) • Bengali dessert made with rice and coconut milk
- quadrangle (p. 49) • open space surrounded by buildings
- effigy (p. 64) • representation of someone
- unaspirated (p. 65) • pronounced without breathing out
- plinth (p. 85) • platform

**FIRST READ  Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 1–21** • Why does Ashoke believe he has had three lives? He had his first life before the accident, a second after surviving the accident, and a third in moving to the United States. What does Ashoke’s attitude toward having had three lives seem to be? He is grateful. **RL 1**

- **pp. 21–25** • Why does Ashima think her baby is deprived? He does not have extended family there to welcome him into the world. **RL 1**

- **pp. 26–29** • How does Gogol get his name? His parents waited for a letter to arrive from Ashima’s grandmother in which she wrote a name for the baby. Since the letter did not arrive, they gave the hospital the name of the author whose book helped Ashoke survive a terrible accident. Ashoke thinks it will make a good pet name and that they will give him a formal name later. How does Gogol feel about his name? At first he insists on keeping the name at school, but as he grows older, the name embarrasses him. **RL 1**

**SECOND READ  Analyze the Text**

- Review pages 88–92. Ask: Why does Gogol feel betrayed by his teacher? Mr. Lawson tells the class about Nikolai Gogol’s mental instability, and Gogol worries his classmates will think differently about him because of his namesake. Why does Gogol refuse to “pay tribute” to his namesake by reading the story? He does not want to get closer to the author he is named for, since he hates the name. **RL 2**

- Review pages 94–96 with students. Then ask: Why does Gogol believe “Gogol” had nothing to do with kissing Kim? Sample answer: As Gogol, he feels inadequate and odd. By becoming Nikhil, he finds a new social ease, which allows him to take a risk. **RL 2, RL 4**

- What are some examples of how names change depending on the speaker? Sample answer: On page 2, Ashima will not use Ashoke’s name at all, but instead uses a question. On page 44, only Ashima’s brother can call her Didi (older sister). On page 67, Gogol finds out that his last name is an anglicized version of the family’s original name. **RL 5**
Domain Specific Vocabulary

- **voussoir** (p. 108) • wedge-shaped stone
- **salwar kameez** (p. 175) • outfit consisting of pants and a tunic

**First Read** Think Through the Text

Have students use text evidence and draw inferences to answer questions.

**pp. 118–119** • Ask: How is the word desh significant to Gogol? It is a word for India that his parents use, but not one that he uses. Why does he avoid the Indian association? He wants to escape from the rituals and customs of his parents.  

**pp. 129–159** • What are some of the ways the Ratliffs are different from Gogol’s family? Sample answer: The Ratliffs are wealthy. Unlike Ashima, they don’t worry about making sure their guests are happy, because they assume that their lifestyle is impressive enough.

**Second Read** Analyze the Text

- Have students revisit page 156. Ask: What does Maxine’s reaction to Gogol’s name tell about their relationship? She finds the story of his original name “cute,” not understanding that the name has been a source of great unhappiness for Gogol. While he is immersed in her world and family, she has little understanding of his.  
- What events happen on trains in Chapter 5? In his freshman year of college, Gogol travels from being Nikhil at Yale back to being Gogol at his parents’ house. In his sophomore year, Gogol meets Ruth, his first love. In his senior year, Gogol is on a train when someone commits suicide by jumping in front of it. This event prompts his father to tell the story of his name.  
- Which characters’ points of view are presented in this segment? Most of Chapters 5–7 are written from Gogol’s point of view. Pages 159 through 169 are written from Ashima’s point of view. Why is the shift in point of view important? Sample answer: Most of the story is Gogol’s; he is the protagonist of the novel. However, the author conveys the news of Ashoke’s death first from Ashima’s point of view. Though Ashoke’s death will affect all of the Gangulis, Ashima will be most directly affected.

**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **harried** (p. 104) • anxious
- **terrazzo** (p. 111) • material usually made of marble or other stone set in cement
- **acridness** (p. 114) • sharpness or bitterness
- **discomfited** (p. 121) • made uncomfortable
- **lassi** (p. 147) • drink made with yogurt

**Common Core Connection**

- **RL 2** determine two or more themes or central ideas of a text; analyze their development/meaning/aesthetic impact;  
- **RL 5** analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact;  
- **RL 10** read and comprehend literature;  
- **W 1** write arguments to support claims;  
- **W 4** produce writing in which development, organization, and style are appropriate to task, purpose, and audience;  
- **W 5** develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach;  
- **SL 4** present information, findings, and supporting evidence, conveying a clear/distinct perspective
WRITE & PRESENT

1. Have small groups discuss and analyze how the different points of view in the novel affect its aesthetic impact.  
   ![W 1]

2. Students draft persuasive essays about how the author’s choices in presenting points of view contribute to the book’s overall aesthetic impact. Students cite text evidence to defend their ideas.  
   ![W 5]

3. Students share their work with partners and offer suggestions for revising and editing. Students edit their writing based on these suggestions.  
   ![SL 4]

4. Students present their final writing to classmates. Ask students to respond to the ideas in each student’s writing.  
   ![W 4]

5. Students turn in their final drafts to the teacher.  
   ![W 1]


STUDENT CHECKLIST

Writing

- Analyze how the author’s choices in presenting points of view contribute to the novel’s impact.
- Cite text evidence to support claims.
- Use complete sentences and developed paragraphs.

Speaking & Listening

- Participate in collaborative discussions.
- Read writing aloud with a clear, audible voice.
- Present ideas in a meaningful way.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 192–212 • Why is Moushumi so attractive to Gogol? Though she shares and understands his family’s Bengali culture, she seems successful at adapting to fashionable American and French culture.  
   ![RL 1]

pp. 274–291 • Why is it significant that the book ends with Ashima hosting a Christmas party? Sample answer: The Christmas party shows how Ashima has tried to adapt to Western culture for the sake of her children. Why will it be the last Christmas party that Ashima hosts? Ashima is moving from the family home, which has been sold.  
   ![RL 1]

pp. 288–291 • Why does Gogol finally read “The Overcoat”? Sample answer: He sees it as a connection to his father and as a means of finding himself.  
   ![RL 1]

SECOND READ  Analyze the Text

- Why do you think that Chapter 10 is told from Moushumi’s point of view? Sample answer: By showing Moushumi’s point of view, the author makes the character’s affair easier to understand.  
  ![RL 5]

- Why does Lahiri name the book The Namesake? Sample answer: Gogol’s name is of central importance in his search to be comfortable with his own identity. The novelist Nikolai Gogol was a tormented genius, and Gogol, his namesake, is disturbed by what he learns about him. However, Nikolai Gogol is also the author of the book that saved Ashoke’s life. Why might it be important that Nikolai Gogol is Russian? Sample answer: He is outside of both Bengali and American culture.  
  ![RL 2]

Independent/Self-Selected Reading

Have students reread The Namesake independently to analyze the text, or have them practice the skills using another book, such as:

- Interpreter of Maladies by Jhumpa Lahiri
- White Teeth by Zadie Smith  
  ![RL 10]
The Tragedy of Hamlet

by William Shakespeare

SUMMARY Hamlet, prince of Denmark, returns home from college for his father’s funeral. Grieving his father, he is also greatly distressed by his mother’s hasty marriage to Claudius, now king, his uncle and a man Hamlet does not trust or admire. Hamlet’s father’s ghost appears, asking Hamlet to revenge his murder by Claudius. Claudius kills Hamlet by poisoning the rapier used against Hamlet in a fencing match, but before he dies Hamlet kills Claudius with his own poison.

ABOUT THE AUTHOR William Shakespeare (1564–1616) is considered one of the greatest playwrights in Western literature. Shakespeare worked in London as a poet, actor, and playwright. His plays met with success and his theatrical company was able to build its own theater, the Globe, in 1599.

Discuss Genre and Set Purpose

DRAMA Guide students in discussing how the purpose of drama is to tell a story through actions and dialogue that reveal character and conflict.

SET PURPOSE Have students decide on a purpose for reading the play, such as finding out why Hamlet is in conflict with the king.

**TEXT COMPLEXITY RUBRIC**

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**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **suspiration** (p. 25) • breath, sigh
- **sullied** (p. 29) • tainted, dirtied, stained
- **pernicious** (p. 63) • deadly, destructive
- **cleave** (p. 117) • split with a sharp blade; to pass through
- **offal** (p. 117) • guts, a butcher’s animal discards

**FIRST READ  Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **p. 29** • What do these four lines spoken by Hamlet mean? Hamlet is miserable and wishes he would die (“solid flesh would melt”). He believes killing himself is wrong (“canon ‘gainst self-slaughter”).  
  **Sample answer:** He’s not just grieving; Hamlet is also angry and confused. Nothing seems right. Hamlet sounds uncertain, lonely, sad, and angry.  
  **RL 1, RL 3**

- **p. 69** • What does Hamlet mean when he says, “the time is out of joint . . . that ever I was born to set it right”? He’s surrounded by danger and feels unable to deal with it. He has learned that his father was murdered. Hamlet feels responsible for avenging his father’s murder but also feels that responsibility is a burden.  
  **RL 1, RL 10**

- **p. 99** • Why does Hamlet say to his friends from college that Denmark is a prison? He feels trapped. He doesn’t trust the king. Hamlet doesn’t want to be there but feels he must stay and avenge his father’s murder. Hamlet doesn’t feel he can speak freely.  
  **RL 1, RL 3**

**SECOND READ  Analyze the Text**

- Review the scene in which the king and Gertrude encourage Hamlet not to grieve any longer for his father, who died less than two months before. Then ask students to return to Hamlet’s soliloquy on p. 29. Ask: **What do we learn about Hamlet from this soliloquy?** Sample answer: He’s not just grieving; Hamlet is also angry and confused. Nothing seems right. Hamlet sounds uncertain, lonely, sad, and angry.  
  **RL 3, RL 5**

- Review the event in which a visiting actor performs a speech describing Hecuba’s sorrow when her husband was killed. Return to the soliloquy on p. 117 that follows and ask: **How does Hamlet interpret and use this event?** Hamlet first compares himself to the actor, saying he falls short. Inspired by the actor, Hamlet invents a plan to prove Claudius’s guilt. He will put on a play showing the murder; if Claudius is guilty, he’ll react to it. With that proof, Hamlet says, he will avenge his father’s murder.  
  **RL 1, RL 3**

**Domain Specific Vocabulary**

- **resolve itself** (p. 29) • change
- **fie** (p. 29) • expression of dislike

**ELL  ENGLISH LANGUAGE LEARNERS**

**Use Gestures**

Direct students’ attention to Ophelia’s description of Hamlet after his “no more marriage” speech to her (p. 133). Encourage students to find the meanings of words new to them. Have students take turns acting out Ophelia’s speech. Have students do the same with Hamlet’s advice to the actors (p. 137). Then, have students discuss in English what each scene reveals about Ophelia and Hamlet.

**RESPOND TO SEGMENT 1  Classroom Collaboration**

Have small groups work together to create and present a summary of the segment, as well as raise any questions they might have.
English Language Learners

Use Peer Supported Learning

Have students work together to create several phrases or statements in their first languages describing Ophelia and Hamlet. Then have students translate their descriptions into English. Have students discuss why each statement is accurate.

Domain Specific Vocabulary

- nymph (p. 129) • a young goddess of nature
- shuffled off (p. 127) • gotten rid of
- arrant knaves (p. 131) • out-and-out rogues

Academic Vocabulary

Read each word with students and discuss its meaning.

- contumely (p. 127) • rudeness, arrogance
- orisons (p. 129) • prayers
- wax (p. 129) • to grow or become
- remembrance (p. 129) • gift, keepsake
- shuffling (p. 167) • deception, evasion

First Read

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 127–128 • In Hamlet's soliloquy, he ponders whether it's better to endure life's evils or to take action against them. Why, according to Hamlet, do people put up with painful things in life? He says that our lives can be painful, but we don’t want to die because we don’t know what comes after death. RL 1

pp. 129–133 • Even though Hamlet acted strangely when he visited Ophelia, and Ophelia's father forbade her to see Hamlet, why does Ophelia visit Hamlet now? Ophelia wants to give back Hamlet's gifts ("remembrances") because he has been unkind to her. Though, she also tells him his sweet words had made the gifts more valuable. RL 1, RL 3

p. 133 • What does Ophelia mean when she says Hamlet's “reason” is “like sweet bells jangled, out of time and harsh”? She means Hamlet has lost his reason; he's gone mad. RL 1, RL 3

First Read

Analyze the Text

- Have students analyze the scene between Hamlet and Ophelia on pp. 129–133. Ask: How would you describe Hamlet's relationship with Ophelia? Sample answer: Hamlet is angry and harsh, even cruel. Ophelia's feelings for Hamlet haven’t changed, though, from earlier times when he treated her lovingly. The contrast between their earlier, happier relationship and his new, unexpected cruelty is painful and bewildering for Ophelia. RL 1, RL 3

- Review the scene in which Hamlet has the company of actors put on his own play and instructs the actors on pp. 135–139. Ask: What theme do these events suggest, and how does the theme relate to the larger play? Sample answer: The theme of appearances hiding or revealing reality. Hamlet uses his own play to reveal Claudius’s guilt. Appearances can deceive, too. Claudius pretends to be a reasonable, generous king but is in fact a murderer. RL 3, RL 5

RESPOND TO SEGMENT 2

Classroom Collaboration

Have small groups work together to summarize the second segment of the play. Have them ask questions about what they don't understand.

Common Core Connection

- RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 3 analyze impact of author's choices regarding how to develop and relate elements of a story or drama; RL 5 analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact; RL 10 read and comprehend literature; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; W 9 draw evidence from literary or informational texts; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective

76 Exemplar Instructional Resource
WRITE & PRESENT

1. Have students work in small groups to analyze and discuss the impact of Shakespeare’s choices in using soliloquies to develop our understanding of major characters and relate their thoughts to their actions in The Tragedy of Hamlet.  □ RL 3

2. Students draft an explanatory essay analyzing the impact of Shakespeare’s soliloquies in The Tragedy of Hamlet. Encourage students to cite text evidence.  □ W 2, W 9

3. Students share their drafts with each other and edit them individually.  □ RL 3

4. Students present their essays to the class.  □ SL 4

5. Students submit their final drafts to the teacher.  □ W 5


STUDENT CHECKLIST

Writing

✓ Write an essay explaining how soliloquies reveal characters’ thoughts and actions.

✓ Cite text evidence.

✓ Use correct language conventions.

Speaking & Listening

✓ Present information clearly.

✓ Support ideas with evidence.

✓ Convey a clear point of view.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 197–199  •  Why does King Claudius say he is sending Hamlet to England? Because Hamlet killed Polonius, Claudius says he is sending Hamlet there “for his safety.” What is Claudius’s true intent? He is sending Hamlet there to be killed.  □ RL 1, RL 3

p. 205  •  What does Queen Gertrude mean when she says guilt “spills itself in fearing to be spilt”? She means that when you are guilty, you are so afraid of giving yourself away that you let things slip. To what might she be referring? Sample answer: Her guilt could be about Polonius’s death or for marrying Claudius.  □ RL 1, RL 3

pp. 231–233  •  What do Claudius and Laertes plan to do to Hamlet? Challenge Hamlet to a fencing match with Laertes in which Laertes will use a poisoned rapier. The king will also poison Hamlet’s drink.  □ RL 1

SECOND READ  Analyze the Text

• How does Hamlet’s soliloquy on Fortinbras resemble another one? Sample answer: Hamlet says he is inspired by the boldness of Fortinbras and his army. Hamlet urges himself to act as boldly as Fortinbras and finally revenge his father’s murder. This is similar to Hamlet’s soliloquy comparing himself to the actor. In that speech, too, Hamlet uses someone’s example to urge himself to act boldly.  □ RL 3, RL 5

• Return students to pp. 281–283. Ask: Why is Horatio chosen by Hamlet to tell his story? Sample answer: Horatio is the one person Hamlet trusts to tell people the truth of what happened.  □ RL 1, RL 10

Independent/Self-Selected Reading

Have students read The Tragedy of Hamlet independently to practice analyzing the text, or have them practice the skills using another play, such as:

• Romeo and Juliet by William Shakespeare  □ RL 10

• Macbeth by William Shakespeare  □ RL 10

Academic Vocabulary

Read each word with students and discuss its meaning.

artless (p. 205)  •  sincere, with no intent to deceive
requite (p. 231)  •  to repay, revenge; respond to
unction (p. 233)  •  an ointment or oil
delver (p. 239)  •  someone who digs
mischance (p. 287)  •  mishap; bad luck
**OBJECTIVES**
- Analyze point of view through what can be inferred
- Determine theme
- Analyze text using text evidence

**Tartuffe**
by Jean-Baptiste Poquelin Molière

**SUMMARY** In *Tartuffe*, Molière satirizes religious hypocrisy. A prosperous merchant named Orgon is taken in by a swindler named Tartuffe who is pretending to be a pious man. Orgon takes Tartuffe into his home and turns over to him the management of his family. Orgon’s family (excepting his mother) see that Tartuffe is a fraud, but Orgon will not see him for what he is.

**ABOUT THE AUTHOR** Jean-Baptiste Poquelin Molière (1622–1673), an actor and playwright in seventeenth-century France, is considered one of the greatest writers of comedy in Western literature. Poquelin studied to be a lawyer but at age 21 began work as a traveling actor, taking “Molière” as his stage name. Thirteen years later, he began to write plays as well. His comic satires were popular but also vigorously criticized by those he mocked; *Tartuffe* was banned for a time.

**Discuss Genre and Set Purpose**
**COMEDY** Guide students in discussing how one of the purposes of comedy is to ridicule human failings by exaggerating them.

**SET PURPOSE** Have students decide on a purpose for reading the play, such as enjoying its humor.

**Options for Reading**
**Independent** Students read the play independently and then answer questions posed by the teacher.

**Supported** Students read the play in pairs or small groups. Students answer questions about each segment of the play with teacher support.

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**Tartuffe**
COMEDY
ACCESSIBLE

**Common Core Connection**
RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 3 analyze impact of author’s choices regarding how to develop and relate elements of a story or drama; RL 6 analyze a case in which grasping point of view requires distinguishing what is directly stated from what is really meant.
First Read

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 1–23
- Madame Pernelle criticizes each member of the family as she is leaving their home. What is her opinion of Tartuffe? On page 12, she supports Tartuffe and says his criticisms are for their spiritual good. After Mme. Pernelle advises the family to be virtuous, how does she treat her servant as they leave? She slaps her and calls her names.

pp. 24–40
- How does Cléante believe one can tell a true person of religion? On p. 29, he says that truly religious people lead by example instead of criticizing others.

Second Read

Analyze the Text

- What do members of Orgon’s family think about his friend Tartuffe? They see Tartuffe as a fraud who is tricking Orgon, except for Madame Pernell, who thinks Tartuffe is a devout spiritual leader. What clues to Tartuffe’s character do you find in Act 1? Tartuffe is a guest, but Dorine says he acts like the house belongs to him and treats them all like servants.

- What do Orgon’s son and daughter both want? Both the son and the daughter are in love and planning to marry. Tartuffe is against the daughter’s marriage. The son is worried because that will also hurt his own marriage plans.

- When Orgon arrives, how do we learn how he feels about his wife compared to Tartuffe? From his reaction to the servant’s news, the reader learns that Orgon doesn’t care that his wife is sick; he’s more worried about how Tartuffe is. How did Molière structure this scene to make an impact? It’s like a comedy routine. When the servant tells him some news about his sick wife, Organ brushes it off; he only wants to hear how Tartuffe is. The repetition makes Orgon seem obsessed and also creates humor.
**FIRST READ**  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

**pp. 86–91**  •  When Elmire tells Tartuffe she wants to speak with him privately, what do Tartuffe’s words and actions reveal? He misinterprets her wanting privacy, thinking it’s because she is interested in him romantically. What does Elmire want and what is Tartuffe’s response? Elmire wants him to support her stepdaughter’s marriage to Valère, the man she loves. Instead, Tartuffe keeps touching Elmire and trying to seduce her, even though she’s not interested.  

**pp. 92–93**  •  What does Tartuffe mean when he offers Elmire a love without scandal? He means that he will keep their affair secret. What is Elmire's response? She is not interested in him. Elmire tells Tartuffe she won’t tell her husband about his offer if Tartuffe will urge her husband to let Mariane and Valère marry.  

**pp. 104–106**  •  What happens when Tartuffe threatens to leave? Orgon makes Tartuffe his heir, instead of his son, and will give Tartuffe a deed for his house and possessions, all to keep Tartuffe there.

**SECOND READ**  Analyze the Text

- On p. 97, Tartuffe admits he did something wrong and says he deserves punishment. Do you think that Tartuffe is sincere in his confession, and why? Sample answer: No, he is pretending. He overdoes his guilt; he exaggerates; he goes on and on. Tartuffe says he is the greatest villain of all time, for example.  

- When Tartuffe says that he will leave Orgon’s house, what is his intention? He intends to appear as though he is willing to go, but he really wants Orgon to beg him to stay.

**ELL**  ENGLISH LANGUAGE LEARNERS

**Use Peer Supported Learning**

Have students work together to choose several adjectives from their first languages to describe Orgon. Have students translate the adjectives into English, asking questions if they are uncertain of the English equivalents. Then have students discuss in English why each adjective describes Orgon.

**RESPOND TO SEGMENT 2**  Classroom Collaboration

Have small groups work together to summarize the second segment of the play. Have them ask questions about what they don’t understand.

**Academic Vocabulary**

Read each word with students and discuss its meaning.

- votary (p. 85) • person devoted to a religion or religious leader
- pulchritude (p. 89) • beauty
- alienate (p. 101) • cause to be hostile; estrange
- blackguard (p. 104) • scoundrel

**Common Core Connection**

- RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain;  
- RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary;  
- RL 6 analyze a case in which grasping point of view requires distinguishing what is directly stated from what is really meant;  
- RL 10 read and comprehend literature;  
- W 2 write informative/explanatory texts;  
- W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience;  
- W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach;  
- SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective
WRITE & PRESENT

1. Students analyze Molière’s Tartuffe, comparing and contrasting what is directly stated by the characters with what can be inferred from their actions.

2. Students draft an explanatory essay analyzing how what is directly stated by the characters differs from what they really mean and how this discrepancy contributes to the comedy.

3. Students share their drafts with classmates and revise and edit their writing.

4. Students present their writing to classmates and answer any questions.

5. Students turn in their final essays to the teacher.

STUDENT CHECKLIST

Writing

✔ Write an essay comparing and contrasting what is directly stated by the characters with what can be inferred from their actions.

✔ Cite text evidence.

✔ Provide a concluding statement.

Speaking & Listening

✔ Present information, findings, and supporting evidence

✔ Present information clearly.

✔ Convey a clear point of view.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 117–121 • Orgon does not believe his wife when she tells him Tartuffe tried to seduce her. Elmire says she can prove it. What does she do? Elmire sends for Tartuffe and has her husband hide under the table so he can listen. Then she gets Tartuffe to admit his immoral desires.

pp. 126–127 • Elmire says she fears Heaven’s anger at the proposed relationship with Tartuffe. Does Tartuffe accept her objection to doing something wrong? No, he says that if you keep the relationship a secret, it isn’t wrong. What do his words reveal about Tartuffe as a spiritual guide? He’s dishonest and just pretending to be holy.

pp. 161–162 • What happens to Orgon’s house and possessions? The king invalidates Tartuffe’s ownership and gives Orgon back his deed and strong-box.

SECOND READ  Analyze the Text

• What does Elmire really mean when she says on page 129 that Orgon shouldn’t be hasty in his judgment of Tartuffe? Elmire is being sarcastic. She really means that Orgon should have seen through Tartuffe much sooner.

• What point of view does the playwright take toward Tartuffe and Orgon? Sample answer: The playwright sees Tartuffe as a scoundrel and a hypocrite and Orgon as a fool. What is the theme of the play? Sample answer: that people are not always what they seem.

Independent/Self-Selected Reading

Have students read another comedy by Molière to practice comparing what a character does with what the character says. Suggested titles:

• Molière’s The Misanthrope translated by Richard Wilbur

• The School for Wives, and The Learned Ladies, by Molière translated by Richard Wilbur
The Importance of Being Earnest
by Oscar Wilde

SUMMARY  Jack, the guardian of Cecily, goes by the name Ernest in London, where he has a bad reputation. As Ernest, he falls in love with Gwendolen. Gwendolen’s cousin Algernon takes on the identity of Ernest when he goes to the country and falls in love with Cecily. Algernon’s aunt, Lady Bracknell, does not approve of the matches until she realizes Cecily has money and Jack is her long lost nephew, Ernest.

ABOUT THE AUTHOR  Oscar Wilde, an Irish poet and author, was born in 1854. He graduated from Oxford in 1878 and became a well-known writer. Wilde wrote short stories, poems, the famous novel The Picture of Dorian Gray, and many plays.

Discuss Genre and Set Purpose

DRAMA  Guide students in a discussion of how drama can use humor to create a commentary on society.

SET PURPOSE  Help students set a purpose for reading, such as to explore the themes of hypocrisy and social class.
**Academic Vocabulary**

- **forte** (p. 5) • strength
- **earnest** (p. 11) • intensely sincere
- **quixotic** (p. 41) • foolishly idealistic or romantic

**FIRST READ  Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 5–33** • *Who are Bunbury and Ernest?* They are characters made up by Algernon and Jack to allow them to escape family and societal obligations and expectations. *How does Wilde use them to comment on hypocrisy and society?* They allow Algernon and Jack to have alter-egos that live life as they want to rather than as they are expected to in Victorian England. [RL 3]

- **pp. 23–26** • *How does the writer demonstrate the hypocrisy of the upper class through the character of Lady Bracknell?* Sample answer: Lady Bracknell’s opinions on the importance of education, politics, wealth, and parents in determining marriage-worthiness are absurd and comical. [RL 1]

**SECOND READ  Analyze the Text**

- *What effect does Wilde’s use of exaggeration have on the play?* The exaggerated personalities of the characters are humorous and allow Wilde to poke fun at societal norms in Victorian England. [RL 5]

- *How is the author’s choice of the name Ernest significant?* The author demonstrates irony by giving a frivolous character the name Ernest. Both Gwendolen and Cecily insist that the name is of the utmost importance to them, yet they themselves do not seem earnest. [RL 3]

- *Review pages 34–59. Cite an example from the text that demonstrates the hypocrisy of a character in the play. Sample answer: Jack was willing to send Algernon to prison for impersonating his brother, Ernest. Yet Ernest had been created by Jack to allow him to live a wild life and incur the debt for which Algernon was about to be arrested.* [RL 1]

**Domain Specific Vocabulary**

- **flat** (p. 5) • apartment
- **salver** (p. 9) • tray for serving food or drink or presenting letters

**ELL  ENGLISH LANGUAGE LEARNERS**

**Use Comprehensible Input**

Ensure students understand the storyline by asking questions such as *Who is Jack? Who is Ernest? Who is Algernon? Who is Bunbury? Which of these characters are real?*

**RESPOND TO SEGMENT 1  Classroom Collaboration**

Have students work in small groups to create a summary of the events in this segment. Have them ask questions about what they don’t understand before moving on to segment 2.
FIRST READ

Have students cite text evidence and draw inferences to answer the following questions.

pp. 69–75 • How do Gwendolen and Cecily interact when they first meet? They act as though they have great admiration for each other. When does that change? They turn on each other when they think they are engaged to the same man. How does their demeanor change when Merriman walks in? They act cordial again so the help will not see them arguing. What does this exchange tell you about the characters?
Sample Answer: They are superficial. [RL 5]

pp. 78–82 • How does Algernon describe talking about one’s business? He calls it “vulgar.” Why is this ironic? The entire exchange between him and Jack is about each other’s business. [RL 3]

SECOND READ

Analyze the Text

• When do Cecily and Algernon each claim to have fallen in love? Cecily created a romance with Ernest months earlier, though she had not met him. He fell in love around half past noon. What does this tell you about the characters’ views of love and marriage? The author is mocking love and marriage here. Cecily is obsessive and Algernon is impulsive. They act as though that behavior is typical. [RL 1]

• How does Algernon and Jack’s arguing over who can be christened with the name Ernest demonstrate their hypocrisy? Sample answer: Both men are willing to undergo a religious ritual just to please someone, not because of a deeply held religious belief. [RL 2]
WRITE & PRESENT

1. Have students in small groups discuss the characters and create a chart showing how they illustrate the theme of hypocrisy in Victorian society. (RL 2)

2. Students draft an explanatory essay explaining how the theme of hypocrisy is developed through the characters in the play. (W 2)

3. Students exchange essays and offer suggestions for revising and editing. (W 5)

4. Students present their essays to the class. (SL 4)

5. Students submit their essays to the teacher to be graded using a rubric. (W 4)


STUDENT CHECKLIST

Writing

☑ Explain how theme is developed through characterization.

☐ Cite evidence from the text to support the explanation.

☑ Revise and edit based on feedback.

Speaking & Listening

☑ Participate in group discussions.

☐ Provide meaningful feedback.

☑ Convey a clear perspective.

Academic Vocabulary

Read each word with students and discuss its meaning.

credulity (p. 84) • tendency to believe something too easily

insuperable (p. 85) • impossible to overcome

mercenary (p. 90) • someone who serves for personal profit

perambulator (p. 96) • baby carriage

FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 86–91 • How does Lady Bracknell feel about Cecily? What does this tell you about class? Lady Bracknell is hesitant to approve until she finds out that Cecily has a considerable inheritance. It is money and not class that is important. (RL 1)

pp. 92–94 • Why does Jack refuse to allow Algernon and Cecily to marry, and what does that tell you about his character? Jack claims it is because Algernon is dishonest, but in the end he makes a bargain with Lady Bracknell. This bargaining shows that Jack cares more for himself than for Cecily. (RL 1)

SECOND READ

Analyze the Text

• What does the exchange between Algernon and Lady Bracknell regarding Bunbury’s death tell you about the author’s attitude toward Lady Bracknell? Sample answer: The author is mocking her and the ways of upper-class society. (RL 5)

• Jack pleads with Gwendolen on page 104 to forgive him for unintentionally telling the truth his whole life. What does this plea tell you about the author’s purpose and the theme? The author uses humor to critique upper-class Victorian society. (RL 2)

Independent/Self-Selected Reading

Have students reread The Importance of Being Earnest independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

• An Ideal Husband by Oscar Wilde

• Romeo and Juliet by William Shakespeare (RL 10)
OBJECTIVES

- Analyze the impact of a play’s structure
- Identify central ideas
- Analyze text using text evidence

**Our Town: A Play in Three Acts**

is broken into three instructional segments.

**SEGMENTS**

SEGMENT 1 . . . . . . . . pp. 2–46
SEGMENT 2 . . . . . . . . pp. 47–83
SEGMENT 3 . . . . . . . . pp. 85–112

**Options for Reading**

**Independent** Students read the play independently and then answer questions posed by the teacher.

**Supported** Students read a segment and answer questions with teacher support.

**TEXT COMPLEXITY RUBRIC**

**Domain:** Language Arts

**Lesson Topic:** Life in Small-Town America

**Common Core Connection**

**RL 1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; **RL 3** Analyze impact of author’s choices regarding how to develop and relate elements of a story or drama; **RL 5** Analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact

**Our Town: A Play in Three Acts**

by Thornton Wilder

**SUMMARY**

Our Town: A Play in Three Acts is a play about a play that chronicles everyday life in a small town. With no scenery and limited props, the Stage Manager directs the residents of the town as they show glimpses of their lives.

**About the Author**

Thornton Wilder was born in Madison, Wisconsin, in 1897. A teacher by trade, Wilder achieved literary success by becoming the only American author to win the Pulitzer Prizes for fiction (The Bridge of San Luis Rey) and drama (Our Town). Other honors include the American Academy of Arts and Letters Gold Medal for Fiction and the Presidential Medal of Freedom.

**Discuss Genre and Set Purpose**

**Drama** Have students skim the pages, instructing them to pay particular attention to the italicized stage directions. Explain to students that the stage directions in this play offer more descriptive details about the characters than their dialogue does.

**Set Purpose** Help students set a purpose for reading, such as to find out how Emily’s and George’s lives are parallel to their own.
**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 3–6** • **Where is the play set?** Grover’s Corners, New Hampshire, May 7, 1901, just before dawn. **How is the stage set?** Two sets of a table and three chairs are on the stage. There are also a bench and two trellises. (RL 1)

**pp. 10–12** • **Why is Bessie confused?** The milk route has been changed, and she wants to continue with the former one. What might this say about the people’s daily life in the town? The people seem to be accustomed to routines. (RL 1, RL 3)

**pp. 28–30** • **What is the relationship between Emily and George?** How do you know? Sample answer: Emily and George like one another. He compliments her on her speech, and she offers to provide him with homework “hints.” (RL 1, RL 3)

**Analyze the Text**

- Review the Stage Manager’s interactions with the audience and with the other characters on pp. 3–7 and 21–27. Discuss with students his role by asking: To whom does the Stage Manager speak? the audience and the characters within the play How does the Stage Manager “manage” the play? He can stop and interrupt a scene, and he can introduce and dismiss characters. (RL 3)

- Relate the significance of the play’s title, the bare stage, the pantomimed actions, and the reference to including the play in a time capsule by asking: What effects do the play’s title, limited scenery, and pantomimes have on an audience? They allow the audience to use their imaginations in order to create a town that is personal to them. Why does the Stage Manager want to include Our Town in a time capsule? He believes it will offer future generations an understanding of “the way we were.” (RL 3, RL 5)
Segment 2 pp. 47–83

**Domain Specific Vocabulary**

- **pantomimes** (p. 56) • actions that express information through body movements
- **wings** (p. 63) • area at the side of stage that is out of sight

**ELL - ENGLISH LANGUAGE LEARNERS**

**Use Peer Supported Learning**

Have groups of three act out the flashback on pp. 62–73. Ask students how George and Emily declare their love for one another without using the word *love*.

**RESPOND TO SEGMENT 2 Classroom Collaboration**

Have small groups work together to summarize what they have read. Have them ask questions about what they don’t understand.

**First Read**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- p. 48 • What titles does the Stage Manager provide for Act I and Act II? What do you think the title of Act III will be? Act I—Daily Life, Act II—Love and Marriage. Act III may be titled Death.  

- pp. 8–12, 49–52 • How is the opening scene in Act II similar to the one in Act I? What do the similarities say about life in Grover’s Corners? Howie Newsome still delivers milk, and a Crowell still delivers the newspaper. News and weather are still a conversation starter. These details show that the routines of Grover’s Corners remain the same despite the passage of time.

- pp. 81–82 • Mrs. Soames and the Stage Manager describe marriage ceremonies differently, but their sentiments are similar. What do their descriptions say about weddings? Sample answer: Wedding ceremonies are traditional. They may not all be “interesting,” but they all represent a time of “happiness.”

**Second Read**

**Analyze the Text**

- Compare the fears George and Emily express about marriage with those of Dr. Gibbs by asking: Why is George reluctant to get married? He wants to stay young and carefree. Emily? She wants to remain protected by her parents. What concerns did Dr. Gibbs have on his wedding day? He thought he and his wife would not have enough to talk about. What universal truth about marriage do these fears reveal? A fear of marriage is the same for everyone, past and present.

- Have students revisit the Stage Manager’s lines in the first two paragraphs on p. 49. Ask: How do the Stage Manager’s comments reflect the ideas of the play? Sample answer: Life can be tedious and dull, but the everyday routines make up the lives we cherish.
READ & PRESENT

1. Have small groups discuss how the play's structure reflects human life and contributes to the play's universality. 

2. Students write a draft of an explanatory essay detailing how the three acts represent stages in every person’s life and how this structure impacts an audience. Encourage students to cite text evidence to defend their ideas.

3. Students share their work with partners and offer suggestions for revising and editing. Students edit their writing based on these suggestions.

4. Students present their essays orally to their classmates.

5. Students submit their final essays to the teacher.


STUDENT CHECKLIST

Writing

✔ Write an essay that analyzes the play's structure and its effects.

✔ Use text evidence to support ideas.

✔ Use correct language conventions.

Speaking & Listening

✔ Present ideas in a logical order.

✔ Support ideas with evidence.

✔ Speak clearly and make eye contact.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 85–88 • What is the setting of Act III? summer, 1913, in the town’s cemetery

Who has died? Emily, Mrs. Gibbs, Mr. Stimson, Mrs. Soames, Mr. Carter, Wallace Webb

pp. 100–109 • What does Emily learn when she returns to the living on her twelfth birthday? Emily learns that life passes quickly and that the living don’t take the time to “look at one another.”

SECOND READ  Analyze the Text

• Review the paragraph on p. 87 that begins “Now there are some things” and ask: To what does the “eternal part” refer? Sample answer: The eternal part refers to an understanding of an endless life. Then discuss Emily’s goodbye on p. 108 and her realization that the living “don’t understand” on p. 111. Ask: What do the dead understand that the living do not? The dead know that the daily rituals and the everyday activities of the living are a part of their endless lives. An eternal life takes place in the present as well as in the afterlife.

• Return students to p. 112. Ask: What is the Stage Manager’s final act? Why is it significant? Sample answer: He winds his watch. It’s important because it shows that the passage of time continues.

Independent/Self-Selected Reading

Have students reread Our Town: A Play in Three Acts independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

• Spoon River Anthology by Edgar Lee Masters, adapted for the stage by Charles Aidman

• Long Day’s Journey Into Night by Eugene O’Neill
OBJECTIVES

- Describe multiple themes of the text
- Analyze the impact of the author’s choices
- Analyze multiple interpretations of a drama

Death of a Salesman is broken into three instructional segments.

SEGMENTS

SEGMENT 1 ...... pp. 1–29
SEGMENT 2 ...... pp. 30–51
SEGMENT 3 ...... pp. 52–112

Options for Reading

Independent Students read the book independently and then answer questions posed by the teacher.

Supported Students read a segment with a partner and then answer questions with teacher support.

Death of a Salesman
by Arthur Miller

SUMMARY Willy Loman, a sixty-year-old traveling salesman, has been experiencing exhaustion, mental blackouts, and flashbacks. Willy looks to his eldest son, Biff, to achieve the sort of success that he never could. Biff, however, has thus far failed both in school and in business. After Willy is fired, his mental health begins to deteriorate rapidly. Biff makes one last attempt to go into business for his father’s sake—an attempt that fails. Biff finally confronts his father and announces he is leaving home for good. Willy, seeing all hope for the future dashed, kills himself.

ABOUT THE AUTHOR Arthur Miller was born in New York in 1915. His plays explore American themes of morality, individual responsibility, family, and the common man. He received the Pulitzer Prize for Drama in 1949 for Death of a Salesman. Miller died in 2005.

Discuss Genre and Set Purpose

DRAMA Guide students in a discussion of the purpose of drama—to reveal human experience via the immediate and collaborative expression of theater artists, including the writer, actors, director, and designers.

SET PURPOSE Help students set a purpose for reading the story, such as figuring out what is meant by the title.

TEXT COMPLEXITY RUBRIC

Death of a Salesman
DRAMA

Overall Text Complexity

Quantitative Measure
Lexile
1320L

Qualitative Measures

Text Structure
several shifts in chronology; use of flashback

Language Conveniality and Clarity
increased, clearly-assigned dialogue

Knowledge Demands
experience includes unfamiliar aspects

Purpose/Levels of Meaning
multiple levels of meaning (multiple themes)

Common Core Connection

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 5 analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact
**Academic Vocabulary**
Read each word with students and discuss its meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mercurial</td>
<td>changeable</td>
</tr>
<tr>
<td>jovial</td>
<td>cheerful, full of joy</td>
</tr>
<tr>
<td>simonize</td>
<td>to polish with wax</td>
</tr>
<tr>
<td>chamois</td>
<td>a piece of soft leather</td>
</tr>
<tr>
<td>approbation</td>
<td>praise, approval</td>
</tr>
</tbody>
</table>

**Domain Specific Vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>apron</td>
<td>the front of a theatrical stage; sometimes an addition to the stage that extends out into the audience</td>
</tr>
<tr>
<td>Studebaker</td>
<td>a brand of old-fashioned automobile</td>
</tr>
<tr>
<td>Yonkers</td>
<td>a suburb north of New York City</td>
</tr>
</tbody>
</table>

**FIRST READ**

**Think Through the Text**
Have students use text evidence and draw inferences to answer questions.

**pp. 1–9**
*How would you describe Willy’s physical and emotional state? He is exhausted, confused, agitated, and irritable. How do you know? He calls Biff both lazy and a hard worker; he also gets confused about which car he was driving.*

**pp. 10–15**
*What are Biff’s and Happy’s own visions for their futures? Which is closer to the vision that Willy wants for his sons? Biff is not sure what he wants, but he surely does not want the life of a businessman (or a salesman); he likes being outdoors and working on a farm, but it does not seem to hold a prosperous future for him; Happy is working in the merchandise business and doesn’t like it, but sees it as a viable path towards what he wants, which is wealth. Happy’s future is probably closest to what Willy wants—success and wealth.*

**SECOND READ**

**Analyze the Text**

- **What are the dynamics of the relationships between Willy, Biff, and Happy? How do they feel about each other?** Willy is disappointed Biff has not achieved much (on p. 5 Willy refers to Biff as a lazy bum), but at the same time mentions his attractiveness and work ethic (p. 6) and believes in his ability to achieve something (pp. 20–21); in the flashback we see how Willy inflates both boys’ egos when he calls them “Adonises” (p. 21); Biff looks up to Willy and is hurt by his father’s disapproval, but does not want to go into business (pp. 10–11); Happy wants to make a lot of money and rescue his dad (p. 28) but Willy disapproves of Happy’s lifestyle.

- **What can you infer about the playwright’s decision to include flashbacks as part of the dramatic action?** The flashbacks provide background about Willy: his worship of his sons and his inflated hopes for their future success, his own sense of self-importance, his own definition of success, and his lack of respect for Bernard. The flashbacks also break up the structure of the play in a way similar to that in which Willy’s mental faculties are breaking up.
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **stolid** (p. 30) • showing little or no emotion
- **fob** (p. 37) • a small decoration on a watch chain
- **valise** (p. 41) • a small suitcase
- **remiss** (p. 43) • not showing enough care

**FIRST READ**  
**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 30–37** • What do we learn about Willy’s childhood in this section?  
*How does Willy feel about the members of his family?*  
We learn that Willy has a brother, Ben, who recently died; Ben had a wife and seven sons; Ben was a world traveler who was rich by the age of twenty-one. Willy clearly looked up to Ben and felt Ben was a man who had found a life of success and happiness. Willy’s mother died a long time ago; Willy’s father played, made, and sold flutes; his father left their family when Willy was very young.

**pp. 38–44** • What about Willy does Linda reveal to Biff and Happy in the kitchen?  
She reveals that Willy has had his weekly salary taken away, that he is now just earning commission, that he is borrowing money from Charley just to get by, and that he’s been trying to kill himself.  
*How does this news affect them?*  
Biff responds by promising to move in to the family home permanently and to find a job and help support them.

**SECOND READ**  
**Analyze the Text**

- **What theme emerges in the scene in the kitchen when Linda tells Biff and Happy about Willy’s situation?**  
The theme of the common man— as opposed to a “great” man—emerges. Linda says that “attention must be paid” by Biff and Happy to their father, even though he’s not rich and famous.

- **What is the meaning of the phrase “death of a salesman” when Willy uses it in his speech to Howard?**  
How does the phrase relate to the rest of what Willy is saying to Howard? Willy uses the phrase in a literal sense—an old salesman named Dave Singleman died on the job. Willy also explains that Singleman had the respect and esteem of his fellow salesmen, all of whom attended his funeral, so Willy is saying that the life of a salesman is a noble, important one. Willy clearly feels he deserves to die the “death of a salesman” and therefore strongly resists when Howard says there is no place in the office for Willy.
WRITE & PRESENT

1. Have students work in small groups to compare two or more productions of *Death of a Salesman* to the written text, taking notes about similarities and differences in how each version interprets the play and debating which version best captures a particular character, scene, or theme.  
   ![RL 1]

2. Students write a draft of an argumentative essay that tells which production they think best captures a particular character, scene, or theme, citing textual evidence and evidence from the performance to support their opinion.  
   ![W 1]

3. Students exchange essays and offer suggestions for revising and editing.  
   ![W 5]

4. Students present their essays to the class.  
   ![SL 4]

5. Students submit their essays to the teacher.  
   ![W 4]


STUDENT CHECKLIST

**Writing**

- ✔ Write an argument.
- ✔ Cite text evidence to support claims.
- ✔ Use correct language conventions.

**Speaking & Listening**

- ✔ Present information and supporting evidence.
- ✔ Convey a clear perspective.
- ✔ Demonstrate a command of formal English.

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**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 76–85** • What do you think Biff really wants from his father? Sample answer: Biff just wants his father to see him for who he really is—not for the fantasy that his father has invented. What does Willy do when Biff tries to tell him the truth about his meeting with Oliver? Willy doesn’t let Biff get his story told; he keeps interrupting him.  
   ![RL 1]

**pp. 86–112** • What is the real reason why Biff didn’t take summer school and repair his math grade? Right before Biff was to enroll in summer school, he paid a surprise visit to his father in Boston and discovered him with a woman other than his mother. Devastated, Biff ran off. How does this event in the play tie into the theme of fantasy and reality? Just as Willy has perpetuated a fantasy about Biff all his life, Biff had a fantasy about Willy, too, and when he discovered his father did not live up to the fantasy, Biff lost faith in his father.  
   ![RL 2]

**SECOND READ**

**Analyze the Text**

- What do you think Willy’s garden symbolizes? Explain your reasoning. Possible answer: Willy has decided to kill himself by this point in the drama, and the garden represents what he’d like to leave behind for Linda. The garden may also represent a certain simplicity—a return to nature—that appeals to Willy as he prepares for death.  
   ![W 1]

- Earlier in the play, Biff refers to himself—and is referred to by others—as a boy. At the end of the play, do you think Biff has become a man? Why or why not? Possible answer: Biff has become a man because he has finally faced the truth—the unattractive truth—about himself and his father. He has pierced both the fantasy of himself and the fantasy of “true success,” both of which were invented by his father.  
   ![RL 2]

**Independent/Self-Selected Reading**

Have students read *Death of a Salesman* independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

- *All My Sons* by Arthur Miller
- *A View from the Bridge* by Arthur Miller

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**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **ruddiness** (p. 101) • a healthy, reddish color
- **spite** (p. 105) • a desire to harm someone else
- **contemptuous** (p. 105) • feeling great disapproval or hatred
A Raisin in the Sun
by Lorraine Hansberry

SUMMARY
A poor black family on Chicago’s South Side is receiving a large check as a payment on the father’s life insurance policy. Desires and dreams clash, as Walter Younger urges his mother to give him the money to invest in a liquor store with some friends, while others in the family lean toward less risky prospects. Mama Younger invests some of the money in a house, but the family is urged by the neighborhood association not to take occupancy. In the meantime, Walter loses the rest of the money.

ABOUT THE AUTHOR
Lorraine Hansberry was born in Chicago in 1930 to successful, politically active parents. Hansberry was active in the civil rights movement during the 1960s. A Raisin in the Sun opened to high critical acclaim in March 1959 and made Hansberry the first African American playwright to win the New York Critics Circle award. Hansberry’s life and career were cut short when she died of cancer in 1965, at the age of 34.

Discuss Genre and Set Purpose
DRAMA
Guide students to discuss how the purpose of drama is to bring stories about the human condition to life onstage.

SET PURPOSE
Help students set a purpose for reading the play, such as understanding the motivations of each character.

TEXT COMPLEXITY RUBRIC

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th>A Raisin in the Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexile</td>
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<tr>
<td>Text Structure</td>
<td>less familiar story concepts</td>
</tr>
<tr>
<td>Language Conventionality and Clarity</td>
<td>some unfamiliar or academic words</td>
</tr>
<tr>
<td>Knowledge Demands</td>
<td>increased amount of cultural and literary knowledge useful</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>multiple levels of meaning</td>
</tr>
</tbody>
</table>
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **indictment** (p. 25) • accusation
- **oriented** (p. 26) • directed toward
- **vindicated** (p. 30) • freed from blame or criticism
- **permeated** (p. 35) • penetrated so as to affect all parts
- **doggedly** (p. 39) • in a stubbornly determined manner
- **neurotic** (p. 49) • a person with a psychological problem

- **doilies** (p. 23) • small decorative mats, often made of lace
- **graft** (p. 33) • money given illegally, to gain favors from people in political power

**FIRST READ**

**Think Through the Text**

Have students cite text evidence and draw inferences to answer questions.

**pp. 17–35** • What is the current state of Walter and Ruth’s relationship. There is tension between them, and the life has gone out of their marriage. How does the author show what is going on between them? Their dialogue is tense. Walter is angry because he is trying to talk to his wife about his frustrations and his dreams, and she tells him to eat his eggs and go to work.  

**pp. 36–39** • How does Walter feel about Beneatha going to medical school? He believes she wants too much and is overburdening the family with her ambitions. How do you know? On p. 36, he questions her decision and asks how much medical school will cost, and on p. 37 he accuses her of acting holy and reminds her that he and Ruth have made sacrifices for her.

**SECOND READ**

**Analyze the Text**

- The plant that Mama tends symbolizes several different but related concepts. What are they? Sample answers: hope; spiritedness and the will to thrive even with little sustenance. How is the symbolism revealed? Sample answer: The plant grows even though it is feeble and does not get enough light; Mama compares the plant’s spiritedness with her children’s.

- What themes can you see developing in this first scene? Sample answer: how poverty affects people psychologically; why it is important to dream and to hope; what happens when dreams are squelched

**Domain Specific Vocabulary**

- **doilies** (p. 23) • small decorative mats, often made of lace
- **graft** (p. 33) • money given illegally, to gain favors from people in political power

**ENGLISH LANGUAGE LEARNERS**

**Use Peer Supported Learning**

Have pairs of students apply one adjective from their first languages to each of the main characters: Ruth, Walter, Beneatha, and Mama. Then have the students translate the adjectives into English. Finally, have the students discuss why they think each adjective applies to that character.

**RESPOND TO SEGMENT 1**

**CLASSROOM COLLABORATION**

Have small groups work together to summarize the play so far. Have them ask questions about what they don’t understand.
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **exotic** (p. 54) • foreign; mysteriously or strangely beautiful
- **incredulity** (p. 63) • disbelief
- **exaspersion** (p. 69) • extreme irritation
- **promenades** (p. 76) • strolls; walks in a leisurely manner
- **scrutinizing** (p. 83) • thoroughly looking something over

**SEGMENT 2 pp. 54–109**

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

pp. 54–75 • **What generational difference is revealed in the conversation between Walter and Mama on pp. 73–74?** Mama believes that basic freedom should be enough for Walter because it is something that her generation had to fight to gain. Walter is experiencing a need for a different kind of freedom—financial independence. [RL 1]

pp. 76–95 • **How does the scene in which Beneatha and Walter are dancing to the Nigerian folk music help develop both characters?** It shows that they both can feel connected to their African heritage and that they feel a need to incorporate tribal experience into their identities as African Americans. [RL 3]

**SECOND READ**

**Analyze the Text**

- **Why does Walter feel such contempt for George Murchison even though he admires the Murchisons’ wealth?** On pp. 84–85, Walter criticizes the affectations George has picked up in college and says that college doesn’t teach how to become a man. He thinks George has given up his power as a black man by going to college and acting like a person of privilege. [RL 4]

- **How do Joseph Asagai and George Murchison differ?** Asagai is from Africa and respects Beneatha, while George is African American and seems to want Beneatha to be submissive to him. **What two themes are developed through Beneatha’s interactions with the two men, and how?** The theme of women’s independence is developed when Beneatha resists moving too fast toward a commitment with Asagai, when she strongly asserts her views about assimilationism to George, and when she breaks up with George because he does not want to hear her ideas. The theme of African American identity is developed when Beneatha responds positively to Asagai’s gift of the Nigerian robes and when she tries to wear the robes and headdress to go to the theater with George. [RL 2]
WRITE & PRESENT

1. Have students list and briefly discuss as a class the themes developed in A Raisin in the Sun. Then divide students into small groups, and have each group choose two themes and create flow charts to analyze the two themes’ development over the course of the play, including how they interact with each other.  

STUDENT CHECKLIST

Writing

✔ Write an explanatory essay explaining how themes develop and interact.
✔ Effectively incorporate text evidence.
✔ Make clear connections between ideas.

Speaking & Listening

✔ Participate effectively in a collaborative discussion.
✔ Present ideas and supporting evidence.
✔ Demonstrate a command of formal English.
**OBJECTIVES**

- Summarize the development of multiple themes of a text
- Analyze the impact of an author’s choices
- Analyze text using text evidence

**Death and the King’s Horseman**

by Wole Soyinka

**SUMMARY** Set in Nigeria in 1946, the play tells of Elesin, the king’s horseman, who plans to commit ritual suicide so he may accompany the late king to the afterlife. Horrified by this local custom, the British colonial authorities prevent Elesin from completing his act. When Elesin’s son, Olunde, learns that his father is alive, he assumes his father’s duty and kills himself. Elesin kills himself in grief over the loss of his son.

**ABOUT THE AUTHOR** Wole Soyinka was born in Nigeria in 1934. He is a playwright, novelist, and poet with an active interest in politics. In 1986, he became the first African to win the Nobel Prize for Literature.

**Discuss Genre and Set Purpose**

**DRAMA** Guide students in discussing the purpose of drama—to tell a story through the collaboration of theater artists, including the writer, actors, director, and designers.

**SET PURPOSE** Help students set a purpose for reading, such as identifying the play’s message about life and death.

**Options for Reading**

**Independent** Students read the book independently and then answer questions posed by the teacher.

**Supported** Students read a segment and answer questions with teacher support.

**SEGMENTS**

SEGMENT 1 . . . . . . . . pp. 5–34
SEGMENT 2 . . . . . . . . pp. 34–61
SEGMENT 3 . . . . . . . . pp. 61–77

**Death and the King’s Horseman** is broken into three instructional segments.

**TEXT COMPLEXITY RUBRIC**

**Overall Text Complexity**

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**SEGMENT 1 pp. 5–34**

### Academic Vocabulary

- **numinous** (p. 6) • mystical, transcendental, awe-inspiring
- **tryst** (p. 9) • a prearranged meeting, usually between lovers
- **damask** (p. 9) • a fancy silk fabric
- **dexterously** (p. 11) • done skillfully, precisely, and carefully
- **raconteur** (p. 11) • a skilled, witty storyteller
- **prone** (p. 19) • lying face down

### FIRST READ  
**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 5–6** • What does Soyinka say in his “Author’s Note” is the most common misinterpretation of his work? That it is merely about “a clash of cultures.” What instead does he say his work’s essence is? more difficult, ephemeral ideas about death and how the living confront it. □ **RL 7**

**pp. 9–23** • What is Elesin’s job and what task lies ahead for him? As the late king’s horseman, he must commit suicide in order to accompany the king’s soul to the afterlife. What does Elesin want to do before he dies? He wants to take a new bride for the night—the fiancée of the market woman’s son. □ **RL 1**

**pp. 23–34** • How does Pilkings show disrespect for Yoruba culture? He disregards Amusa’s objections to their costumes; he finds the drumming irritating; he ridicules Joseph’s tactful behavior; he uses the word “bastard” to refer to the natives; he calls the ritual suicide a “barbaric custom.” □ **RL 1**

### SECOND READ

**Analyze the Text**

- Review pp. 11–21. Ask: What text feature helps you know when the characters begin chanting? The text is indented. Why do you think the characters change from speaking to chanting? Sample answers: The chanting indicates that a traditional story is being told; the chanting indicates that Elesin has begun his transition to the afterlife; Elesin enjoys chanting and he wants to enjoy his last day in the present life. □ **RL 5**

- Review pp. 9–34. Ask: So far, how are the themes of duty and death developed through the play’s characters? Sample answer: Elesin is ready to embrace his duty as the one who must undertake the death ritual; Jane and Pilkings are disturbed by the death ritual and have a generally more cavalier—even dismissive—attitude about both death and ritual, as evidenced by their costumes, Pilkings’s disdain for the drumming, and so forth. □ **RL 2**

### Domain Specific Vocabulary

- **mimic** (p. 11) • to imitate closely
- **retinue** (p. 11) • a group of attendants, usually to an important person

### Use Gestures

Ask student volunteers to act out a scene from the play, with a separate student reading the stage directions. Encourage students playing the characters to follow the stage directions. Assist students with pronouncing and defining new vocabulary, as necessary.

**RESPOND TO SEGMENT 1**

**Classroom Collaboration**

Have partners discuss and summarize the first segment. If more than one student has the same question, open that question up to a class discussion.
FIRST READ  

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 35 • When one of the women asks Amusa about the road his “father built,” what is she really saying? She is trying to remind him that he has cultural roots on this land and that he is betraying his culture and selling out by working for a white European. ■ RL 1

pp. 52–58 • What does Olunde mean when he says on p. 57 that if his father had been prevented from committing suicide it would have been a “calamity”? If Elesin were forced to live, it would upset a long-established tradition for the Yoruba culture. It could result in damage so severe that they may never repair it. How does Olunde feel about his duty to his father and his culture? Olunde accepts his role in the cultural ritual. He sees himself as a participant in a sacred act. ■ RL 2

SECOND READ  

Analyze the Text

• Have students reread the Praise-Singer’s and Elesin’s chant on pp. 41–43. Instruct: Find one or two of the short proverbs that the Praise-Singer and Elesin use to converse in this section and explain what they mean. Sample answer: On p. 42, “A dog does not outrun the hand/That feeds it meat” indicates that Elesin is loyal to the king and accepts his role as comfort and companion in the afterlife; Elesin is also reassuring the king that he will not abandon him. ■ RL 5

• Have students revisit pp. 50–57. Ask: What does Jane and Olunde’s conversation reveal about the theme of the play? Jane says she feels all life is sacred and cannot approve of Elesin’s ritual suicide. Olunde hears the story of the English captain’s self-sacrifice and finds it noble and in keeping with the captain’s duty. How might their points of view be rooted in their cultures? Sample answer: Jane is Catholic, and her religion emphasizes the sanctity of life; Olunde, though westernized by his years in England, retains the Yoruba belief in the nobility of sacrifice when called by duty to do so. ■ RL 2

Domain Specific Vocabulary

- wings (p. 45) • the sides of the stage unseen by the audience
- liveried (p. 46) • dressed in uniform

Academic Vocabulary

- impertinence (p. 37) • insulting behavior; insolence
- redolent (p. 45) • reminiscent or suggestive
- desecrate (p. 50) • to violate the sacredness of something
- enmity (p. 52) • hostility; hatred; animosity
- veneration (p. 53) • profound respect or reverence

ELL ENGLISH LANGUAGE LEARNERS

Use Comprehensible Input

Help students understand the central ideas of the play by asking: What custom does Elesin try to follow? Do you think the British were right to try to stop him? Discuss students’ answers.

RESPOND TO SEGMENT 2 Classroom Collaboration

Have small groups work together to summarize what they have read. Have them ask questions about what they don’t understand.

Common Core Connection

RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary; RL 5 analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact; RL 10 read and comprehend literature; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence clearly, concisely, and logically
WRITE & PRESENT

1. Have small groups discuss how Soyinka develops the themes of death and/or duty in the text. Students may investigate how these themes relate to ritual, religion, or culture.

2. Students write an explanatory essay summarizing how the play’s themes are developed. Encourage students to cite text evidence to support their ideas.

3. Students exchange essays and offer suggestions for revising and editing.

4. Students present their essays to the class.

5. Students submit their essays to the teacher.


STUDENT CHECKLIST

Writing

✔ Write an essay summarizing how the themes of death and duty are developed in Death and the King’s Horseman.

✔ Cite text evidence.

✔ Use correct language conventions.

Speaking & Listening

✔ Present information and supporting evidence.

✔ Convey a clear and distinct perspective.

✔ Demonstrate a command of formal English.

FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 62 • What does Elesin mean when he tells Pilkings that Pilkings has destroyed, rather than saved, his life? When Pilkings prevented Elesin from committing ritual suicide and fulfilling his duty, Elesin’s reason for living ended.

pp. 65–76 • What is Olunde’s duty now that Elesin is still alive? According to custom, Olunde must take on his father’s duties as courier to the afterlife and commit ritual suicide. What does Olunde ultimately do? He accepts the responsibility and commits ritual suicide.

SECOND READ

Analyze the Text

• Have students reread pages 68–69. Ask: According to Elesin, what role does Pilkings play in his failure to complete the ritual suicide? Sample answer: Elesin claims that when the white man intervened, he thought perhaps he was doing the will of a god, and lost his resolution. What does this imply about the effects of colonialism on Yoruba culture? Sample answer: The imposition of European standards on the Yoruba calls into question their view of the world and leaves them without a framework with which to understand reality.

• What is the author’s ultimate message about death? Sample answer: The voice of the author can be heard in Elesin’s monologue on p. 62, when Elesin tells Pilkings that death is a mystery—both unknown and unknowable.

Independent/Self-Selected Reading

Have students reread Death and the King’s Horseman to practice analyzing the text on their own, or have them practice the skills using another dramatic work, such as:

• The Strong Breed by Wole Soyinka

• A Dance of the Forests by Wole Soyinka
OBJECTIVES

- Analyze visual imagery and themes using text evidence
- Make inferences about meaning
- Analyze how the author’s choices contribute to the poem’s impact

Options for Reading

**Independent** Students read the poem independently, twice, and then answer questions posed by the teacher.

**Supported** Students read the poem with a partner, with each partner taking a turn to read the poem aloud while the other listens. After students have read the poem aloud, they answer questions with teacher support.

**“A Poem of Changgan”**  
by Li Po

**SUMMARY** In this poem, a young wife addresses her husband, who is away on a long journey. She tells how her feelings for her husband changed from shyness and reluctance when she married him to love and describes her sadness through the months of his absence.

**ABOUT THE POET** Li Po lived in eighth-century China and is considered one of China’s greatest poets. Li Po spent much of his life traveling through China. He was deeply interested in the natural environment.

**Discuss Genre and Set Purpose**

**POETRY** Have students briefly examine the poem for examples of vivid imagery.

**TEXT FOCUS: Nature Imagery** Remind students that imagery in poetry is created by language that appeals to the senses of hearing, sight, touch, taste, or smell. Ask students to identify nature images in the poem. Ask them which of these images are most vivid and why. **RL 4**

**SET PURPOSE** Help students to set a purpose for reading, such as to identify and analyze images.

**TEXT COMPLEXITY RUBRIC**

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WRITE & PRESENT

1. Have pairs of students refer to the text to identify the poem’s nature images and discuss how they develop a theme.  
   ![RL 2]

2. Students draft an explanatory essay analyzing the poem’s nature imagery and its role in developing the poem’s themes. Encourage students to cite text evidence.  
   ![W 2]

3. Students exchange essays and offer suggestions for revising and editing.  
   ![W 5]

4. Students present their work to the class in the form of multimedia presentations that include visual representations of some of the nature images they discuss.  
   ![SL 4]

5. Students submit their essays to the teacher.  
   ![W 4]

STUDENT CHECKLIST

Writing

✔ Introduce a precise claim.
✔ Use evidence from the text to support the claim.
✔ Use correct language conventions.

Speaking and Listening

✔ Present information clearly.
✔ Make strategic use of digital media.
✔ Convey a clear point of view.

Academic Vocabulary

Read each word with students and discuss its meaning.

post (line 8) • a person’s assigned position, station, or duty

gorge (line 8) • a deep, narrow, rocky ravine or canyon

lofty (line 8) • very high, elevated

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

• What story does the speaker tell? She tells how she and her husband met as children and were later married, how her feelings changed, and how much she misses him.  
  ![RL 1]

• What impact does beginning the story in childhood have on the reader? It helps the reader understand the speaker’s attachment to her husband and how much she misses him.  
  ![RL 5]

SECOND READ  Analyze the Text

• What is one theme of the poem? Sample answer: how time and distance strengthen love  
  ![RL 2]

• Identify at least five nature images from the poem. Sample answer: green plums, whirling water, green moss, moss too deep to sweep, fallen leaves, yellow butterflies How do the images relate to the theme of the poem? Sample answer: The image of the green plums suggests youth; the image of moss suggests the passage of time; the image of the fallen leaves suggests the change of seasons and the passage of time. The images help develop the theme of the passage of time and its effect on love.  
  ![RL 2]

✔ Practice Fluency

EMPHASIZE EXPRESSION Remind students that when they read poetry aloud, they may gain a better appreciation of the imagery in the poem if they emphasize expression. Read the first ten lines in a quiet, unexpressive tone. Then read the stanza more expressively.  
  ![RL 4]

Independent/Self-Selected Reading

Have students reread “A Poem of Changgan” or have them practice the skills using another poem. Suggested titles:

• The Selected Poems of Li Po by Li Po, translated by David Hinton

• Chinese Poems by Arthur Waley  
  ![RL 10]
**OBJECTIVES**
- Determine meanings of difficult or figurative language
- Make inferences about meaning
- Analyze the impact of word choices

**Options for Reading**

**Independent** Students read the poem independently and then answer questions posed by the teacher. Students may then reread the poem.

**Supported** Students read a stanza and answer questions with teacher support. Students then reread the stanza, either independently or with a partner.

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**"A Valediction: Forbidding Mourning"**

by John Donne

**SUMMARY** The speaker says he must leave his beloved, but their farewell should not be sorrowful because their souls are still one.

**ABOUT THE AUTHOR** John Donne was born in London in 1572. He is regarded as the most prominent of the metaphysical poets, whose work was characterized by the use of conceits (imaginative figures of speech).

**Discuss Genre and Set Purpose**

**POETRY** Have students briefly examine the poem for rhyme, stanzas, and figurative language.

**TEXT FOCUS; Figurative Language** Remind students that poets use figurative language to create associations in the reader’s mind. Have them scan the poem for language that helps them form mental pictures.

**SET PURPOSE** Help students determine a purpose for reading, such as to understand and appreciate the poem’s use of figurative language.

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**TEXT COMPLEXITY RUBRIC**

**Overall Text Complexity**

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FIRST READ    Think Through the Text

Have students use text evidence and draw inferences to answer questions.

• Who is the speaker in “A Valediction: Forbidding Mourning” addressing? his love, from whom he is about to be parted  

• To what does he compare their parting in the first stanza? to a “virtuous” man dying quietly To what does he compare their parting in the second stanza? to the movement of the spheres, or planets To what does he compare their parting in the seventh through ninth stanzas? to the two legs of a compass that seem to part but always stay joined at the base  

SECOND READ    Analyze the Text

• In the sixth stanza, the speaker compares his soul and that of his beloved to gold. How are they similar? Just as gold can be stretched, their shared soul will stretch to fill the gap between them.  

• Why is the speaker in “A Valediction: Forbidding Mourning” not upset at the thought of leaving his beloved? He sees them as being forever joined, like the two legs of a compass.  

Practice Fluency

EMPHASIZE EXPRESSION Point out that punctuation can be a clue to expression. Read the first two stanzas with disregard for their punctuation. Then read the stanzas according to how they are punctuated.  

Independent/Self-Selected Reading

If students have already demonstrated comprehension of “A Valediction,” have them practice analyzing figurative language using other poems. Suggested titles:

• Complete Sonnets and Poems of Shakespeare by William Shakespeare
• The Complete Poems of John Milton by John Milton
POETRY

OBJECTIVES

- Analyze a poem using text evidence
- Determine how a poem’s structure affects its impact
- Make inferences about meaning

“On Being Brought from Africa to America”
by Phillis Wheatley

SUMMARY

The speaker of the poem describes how being brought to America led her to faith.

ABOUT THE AUTHOR

Phillis Wheatley, born in West Africa in about 1755, was the first African American woman to publish poetry. Around the age of seven, Wheatley was brought to Boston, where she was sold as a slave. Wheatley’s poetry became popular in the United States and England, and she eventually gained her freedom.

Discuss Genre and Set Purpose

POETRY

Have students briefly examine the poem. Guide students in a discussion of the characteristics of poetry, such as rhythm and rhyme.

TEXT FOCUS: Rhythm and Rhyme

As students read the poem, ask them to pay attention to the rhythm and rhyme.

SET PURPOSE

Help students determine a purpose for reading, such as to analyze the poem’s message to the reader.

TEXT COMPLEXITY RUBRIC

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Common Core Connection

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary; RL 5 analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact; W 1 write arguments to support claims; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective.
WRITE & PRESENT

1. Have pairs or small groups refer to the text to discuss what the poem says about slavery and religion. Tell students to consider also whether the speaker's true feelings are left uncertain.  

2. Students draft argumentative essays in which they cite strong and thorough text evidence from Phillis Wheatley's "On Being Brought from Africa to America" to support their analysis of what the poem says explicitly about slavery and Christianity as well as what can be inferred from evidence in the poem.

3. Students within each pair or group share their drafts with each other and edit their writing.

4. Students present readings of the poem and of their essays to the class.

5. Individual students turn in their final drafts to the teacher.


STUDENT CHECKLIST

Writing

✔ Introduce a precise claim.

✔ Use evidence from the text to support the claim.

✔ Use correct language conventions.

Speaking and Listening

✔ Participate effectively in a collaborative discussion.

✔ Adapt speech to a variety of contexts and tasks.

✔ Demonstrate command of formal English.

FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

line 1 • How did the speaker come to be “brought” from Africa to America? She was taken by force to be sold as a slave.  

lines 3–4 • According to the speaker, what positive outcome resulted from being brought from Africa to America? Sample answer: She found Christianity, a religion to which she would not have been exposed in Africa.

SECOND READ

Analyze the Text

• Call students’ attention to the use of rhyme and rhythm in the poem. Ask: How does the poet’s use of rhyming couplets and iambic pentameter affect the reader? Sample answer: The use of couplets and iambic pentameter convey that although the poet was born in Africa, she is working within a European tradition.

• In the first four lines of the poem, the speaker focuses on the advantages she has received from being brought from Africa to America. How does the speaker’s message change in the last four lines? Sample answer: The speaker describes others’ unfavorable views of African Americans and reminds the reader that African Americans can become Christians and find salvation.

Practice Fluency

EMPHASIZE EXPRESSION Point out that punctuation can be a clue to expression.

Independent/Self-Selected Reading

If students have already demonstrated comprehension of “On Being Brought from Africa to America,” have them practice analyzing the impact of rhythm and rhyme using another poem. Suggested titles:

• Poems on Various Subjects, Religious and Moral by Phillis Wheatley

• Select Poems of Thomas Gray by William Gray Rolfe
“Ode on a Grecian Urn”
by John Keats

SUMMARY The speaker of the poem sees a silent story in the decoration on a piece of ancient Greek pottery. He emphasizes that, even as humans grow old and pass away, the urn continues to spread its eternal message of truth and beauty.

ABOUT THE AUTHOR John Keats, born in London in 1795, had a short but prolific life. He published three volumes of poetry in only four years. However, Keats sold only around two hundred copies of all three books combined before his death from tuberculosis in 1821.

Discuss Genre and Set Purpose

POETRY Have students briefly examine the poem. Discuss with students what characteristics of poetry, such as rhyme and stanzas, they notice.

TEXT FOCUS: Visual Imagery Remind students that poets use visual imagery to give the reader a mental picture. As students read the poem, ask them to picture the object the poet is describing. Encourage students to identify language that helps them form mental pictures.

SET PURPOSE Help students determine a purpose for reading, such as to understand and enjoy the poem’s use of imagery.

Options for Reading

Independent Students read the poem independently and then answer questions posed by the teacher. Students may then reread the poem.

Supported Students read a stanza and answer questions with teacher support. Students then reread the stanza, either independently or with a partner.

Common Core Connection

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 4 determine the meaning of words and phrases, including figurative and connotative meanings/analyze the impact of word choices; W 1 write arguments to support claims; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective.

TEXT COMPLEXITY RUBRIC

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FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

• What is the object Keats describes in his poem? a painted urn, or piece of pottery, from ancient Greece

What images does the speaker use to describe the urn in the first three stanzas? He uses images of men, women, and gods involved in a playful chase, images of musical instruments, and images of leaves and trees.  

• Why does the poet repeat the words “for ever” several times in the third stanza? Sample answer: because he is describing images that are painted on the urn that can never change or grow or die.

SECOND READ  Analyze the Text

• What images does the speaker describe in the fourth stanza? Sample answer: images of an altar, priest, and cow and images of a silent, empty town

Do all of these images appear on the urn or might they exist only in the speaker’s imagination? Sample answer: The image of the altar, priest and cow seem more concrete because the speaker describes them vividly with words like “silken flanks”; the image of the town seems vague, as if the speaker were imagining something not pictured on the urn.

• How might the poet feel about the difference between the figures on the urn and mortal people? Sample answers: wistful, because the figures on the urn are always happy; glad to be human, because he can achieve things that the unchanging, painted figures never can.

☑️ Practice Fluency

EMPHASIZE EXPRESSION  Point out that punctuation can be a clue to expression. Read the first stanza in a flat, unexpressive tone. Then, read the stanza more expressively.

Independent/Self-Selected Reading

If students have demonstrated comprehension of “Ode on a Grecian Urn,” have them practice the skills using another work, such as:

• The Complete Poems of John Keats by John Keats
• Shelley’s Poetry and Prose by Percy Bysshe Shelley

STUDENT CHECKLIST

Writing

☐ Introduce a precise claim.

☐ Use evidence from the text.

☐ Provide a concluding statement.

Speaking and Listening

☐ Present information clearly.

☐ Make strategic use of media.

☐ Convey a clear point of view.
POETRY

OBJECTIVES
- Analyze the development of themes over the course of the text
- Determine the impact of word choice, including figurative language, and style in creating tone and rhythm
- Analyze text using text evidence

SUMMARY
“Song of Myself” consists of 52 sections that detail a journey of understanding of the poet’s connections to nature, other people, and the universe.

ABOUT THE AUTHOR
Walt Whitman was born May 31, 1819, in West Hills, New York. He is known as the “poet of the people” for his use of common speech. Whitman self-published Leaves of Grass, his first collection of poems, in 1855. In his later years, Whitman received recognition as an important figure in American letters.

Discuss Genre and Set Purpose
POETRY
Instruct students to quickly look through the text and discuss the characteristics of free verse—poetry that uses the rhythms of everyday speech.

TEXT FOCUS: Poetic Elements
Remind students that free verse often uses poetic elements that create a musical effect, such as alliteration, consonance, and repetition. ❧ RL 4

SET PURPOSE
Help students set a purpose for reading, such as to understand the speaker’s reflections on equality and unity.

TEXT COMPLEXITY RUBRIC

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th>from “Song of Myself”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Measure</td>
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</tr>
<tr>
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<td>familiar but multiple themes</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>multiple levels of meaning</td>
</tr>
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</table>

Excerpts from “Song of Myself” are presented in three instructional segments.

SEGMENTS
SEGMENT 1: Sections 1–2
SEGMENT 2: Section 33
SEGMENT 3: Section 52

Options for Reading
Independent Students read the segments twice independently, first to form a general impression, second to gain a deeper understanding. Students then answer questions posed by the teacher.

Supported Students read each segment twice, taking turns with a partner. Students then answer questions with teacher support.

Common Core Connection
RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary; RL 4 determine the meaning of words and phrases, including figurative and connotative meanings/analyze the impact of word choices.
Academic Vocabulary

Read each word with students and discuss its meaning.

loafe (line 4) • to lie around
creeds (line 10) • beliefs
abeyance (line 10) • temporarily inactive
sufficed (line 11) • satisfied
distillation (lines 16–17) • process of heating a liquid or solid until it gives off a gas or vapor
inspiration (line 23) • inhalation, drawing air into the lungs

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

Lines 1–13 • Who is the speaker of this poem? How old is he, and what is he doing and thinking? The speaker is a thirty-seven-year-old who is in good health. He is relaxing while looking at a blade of grass and thinking how he is connected to nature and to his parents and grandparents.  

Lines 21–29 • The speaker finds joy and wonder in the experiences his senses of sight, sound, smell, and touch offer. Which words and phrases help express his emotions? “voice loos’d to the eddies of the wind,” “play,” “delight,” “rush,” “feeling of health,” “song of me rising”  

SECOND READ  Analyze the Text

• Review the terms alliteration and consonance with students, and then ask them to locate a few examples of alliteration and consonance. Ask: Which example of alliteration or consonance creates a meaningful image or effect? Why do you think so? Sample answer: The alliteration and consonance of the s sound in line 27 (“shine and shade on the trees as the supple boughs”) is similar to a hushing sound that has a calming effect.  

• Explain to students that one theme of “Song of Myself” is the idea that individuals are unique but are all connected. Then read aloud lines 14–20 and ask: What does the speaker compare individuals to? perfumes What does he compare individuals’ connection to? the atmosphere What does the speaker seem to prefer, an individual identity or a universal one? How do you know? He prefers the universal identity, because he says he is “mad for it to be in contact with me.”  

ELL  ENGLISH LANGUAGE LEARNERS

Use Comprehensible Input

Summarize the speaker’s thoughts to aid students’ comprehension. Have students paraphrase each sentence.

RESPOND TO SEGMENT 1  Classroom Collaboration

Have small groups work together to create and present a summary, as well as raise questions they might have regarding the segment.
Think Through the Text

Have students use text evidence and draw inferences to answer questions.

Lines 1–7 • Where does the speaker say that his vision or thoughts will now take him? The speaker now travels through “Space and Time.” He will travel over seas, sierras, and continents.  

RL 1

Lines 39–70 • Which line best summarizes the speaker’s feelings about all that he sees? The line that begins “Pleas’d with”

RL 4

Lines 113–128 • Based on these lines, what characteristics do you think the speaker admires and is sensitive to? Possible responses: courage, steadfastness, strength, dignity, determination

RL 1

Academic Vocabulary

Read each word with students and discuss its meaning.

rivulet (line 9) • a small stream
ballasts (line 5) • heavy substances that provide stability
betwixt (line 24) • between
destoons (line 28) • decorative chains that hang
countenance (line 40) • a person’s face or expression
gibes (line 43) • insults
hovel (line 48) • a shed used as shelter for farm animals
plummets (line 92) • steep drops
bivouac (line 108) • to stay in a camp
plaudits (line 155) • applause

Analyze the Text

• Read lines 12–21 out loud. Explain how Whitman uses catalogs, repetition, and parallel structure to create a musical rhythm. Ask: Identify other lines that demonstrate a rhythm. What strategies does Whitman utilize? Sample answer: In lines 82–84, Whitman continues to catalog a journey. He repeats the word “Speeding” and creates parallel structure through the use of participial phrases.

RL 4

• Review lines 113–161. Ask: How are the reactions of each character—the skipper, the suspected witch, the slave, the fireman, the general—to his or her situation alike, and how are they different? All of the characters have to deal with a difficult event. Some of the characters, such as the skipper, the fireman, and the general, help others. The fireman and general even sacrifice themselves. The suspected witch and slave are also sacrificed, but their deaths do not help a greater good. How does the speaker show that he understands each character’s experience? The speaker describes each character’s feelings as if they are his own.

RL 2
Academic Vocabulary

Read each word with students and discuss its meaning.

- **gab** (line 1) • talk
- **barbaric yawp** (line 3) • wild yelp or scream
- **scud** (line 4) • mist driven by wind
- **effuse** (line 8) • to pour out or flow

**FIRST READ**  
Think Through the Text

Have students use text evidence and draw inferences to answer questions.

**Lines 1–3** • What characteristics does the speaker share with the hawk?

*The speaker and the hawk are not tamed, and their language is not understood.*  
**RL 1**

**Lines 7–10** • As the speaker’s journey ends, what happens to him?

*Sample answer: The speaker dissolves into air, and his flesh spreads like water. He gives himself to the dirt. He becomes part of nature.*  
**RL 1**

**SECOND READ**  
Analyze the Text

- Discuss how Whitman returns to the recurring theme of all things being connected. Ask: **Which details in Section 52 support the theme that individuals are connected to other people and to nature?**

  *Possible responses: connections to nature—speaker to air, water, dirt; connections to people—speaker to readers as “good health” and “blood”; connections to other sections—grass and air appear in Section 1; a journey with and as a part of others appears in Section 33.*  
  **RL 2**

- Guide students to analyze Whitman’s style in the last stanza by asking: **What effect do the examples of alliteration and parallel structure in lines 14–16 have on the reader?**

  *Sample answer: The parallel structure creates a rhythm that illustrates a progression. The reader is told not to seek the speaker once but to continue the search over and over. The alliteration helps the reader remember the speaker’s promise: he will “stop somewhere waiting for you.”*  
  **RL 4**

**Independent/Self-Selected Reading**

Have students read the rest of “Song of Myself” independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

- “The Poet” by Ralph Waldo Emerson
- *Paterson, Book I* by William Carlos Williams  
  **RL 10**

**WRITE & PRESENT**

1. Have small groups review one segment for examples of poetic elements such as alliteration, consonance, repetition, and parallel structure. Students will discuss how the author uses these techniques to create a musical effect. Tell students to take notes during their discussions.  
  **RL 4**

2. Students draft explanatory essays that explore Whitman’s use of poetic elements such as alliteration, consonance, repetition, and parallel structure to create a musical effect and to develop the theme of “Song of Myself.” Students should cite specific examples from the poem.  
  **W 2**

3. Students exchange essays and offer suggestions for revising and editing.  
  **W 5**

4. Students present their essays to the class.  
  **SL 4**

5. Students submit their essays to the teacher.  
  **W 4**


**STUDENT CHECKLIST**

**Writing**

- Include a thesis statement.
- Cite evidence from the text.
- End with a concluding statement.

**Speaking & Listening**

- Convey a clear perspective.
- Present evidence and explanations clearly.
- Vary pitch and tone to demonstrate the effects of the examples shared.
OBJECTIVES
• Cite textual evidence to support analysis of a poem
• Analyze how word choice affects meaning and tone
• Compare and contrast figurative language and word choice in two poems

Options for Reading
Independent  Students read the poem independently and then answer questions posted by the teacher.
Supported   The teacher reads the poem aloud for students. Then students read the poem and answer questions with teacher support.

“Because I Could Not Stop for Death”
by Emily Dickinson

SUMMARY  The speaker of this rhythmic, hymn-like poem has recently died. He or she uses figurative language to describe the experience of dying and traveling through the afterlife.

ABOUT THE AUTHOR  Emily Dickinson, born in 1830, was a notorious recluse who published only ten of the 1,800 poems she wrote while living in her childhood home in Amherst, Massachusetts.

Discuss Genre and Set Purpose
POETRY  Guide students to discuss extended metaphor. Then have students scan the poem to discover its extended metaphor.

TEXT FOCUS: Word Choice  Tell students that a poet’s choice of words helps shape the meaning and tone of the poem.  ➔ RL 4

SET PURPOSE  Help students set a purpose for reading the poem, such as noticing how the words the poet chooses evoke ideas about death.

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WRITE & PRESENT

1. Have small groups compare and contrast the metaphors of the compass in John Donne’s “Valediction Forbidding Mourning” and the carriage in Emily Dickinson’s “Because I Could Not Stop for Death.”

2. Students draft explanatory essays that compare and contrast the figurative and connotative meanings as well as specific word choices in John Donne’s “Valediction Forbidding Mourning” and Emily Dickinson’s “Because I Could Not Stop for Death” in order to determine how the metaphors of the carriage and the compass shape the meaning and tone of each poem.

3. Have students share their drafts and edit their writing.

4. Students present their essays to the class.

5. Individuals turn in their final drafts to the teacher.


STUDENT CHECKLIST

Writing

✔ Compare and contrast metaphors in the two poems.

✔ Give specific examples.

✔ Use correct language conventions.

Speaking and Listening

✔ Engage effectively in discussions.

✔ Ask and answer questions about the poems’ metaphors.

✔ Present a clear and distinct perspective.

Academic Vocabulary

Read each word with students and discuss its meaning.

civility (line 8) • a formal politeness

strove (line 9) • attempted, made an effort to (past tense of strive)

cornice (line 20) • decorative molding at the edge of a roof or at the top of a wall

surmised (line 23) • formed an idea or a notion

FIRST READ  Think Through the Text

Have students use text evidence to answer these questions.

• Who is the poem’s speaker? The speaker is a person who has recently died. How can you tell? The speaker says Death stopped for her.

• What is the speaker doing and with whom? The speaker is riding in a carriage toward the afterlife, with Death as the carriage driver.

SECOND READ  Analyze the Text

• Identify examples of figurative language in the poem. Sample answer: Death is personified as the carriage driver; the carriage is both a vehicle and a metaphor for passage into the afterlife; the buried house might be a symbol of the grave.

• How is Death characterized in the poem? How does the speaker seem to feel about her death? Sample answer: Death is polite and formal; he “kindly” stops for the speaker and has “civility.” The speaker is surprisingly calm and observant and does not seem upset.

Practice Fluency

EMPHASIZE EXPRESSION Remind students that poetry was originally an oral medium, and that poems are often enhanced when read aloud in an expressive voice.

Independent/Self-Selected Reading

If students have already demonstrated comprehension of “Because I Could Not Stop for Death,” have them consider word choice in poems from these titles:

• The Complete Poems of Emily Dickinson by Emily Dickinson

• Passing Through: The Later Poems New and Selected by Stanley Kunitz
OBJECTIVES

- Analyze use of figurative language
- Draw inferences from textual evidence
- Identify two interpretations of a poem

“Song VII”
by Rabindranath Tagore

SUMMARY The speaker of this brief poem addresses a “master poet,” whom he holds in great reverence. In order to be one with his master, the speaker has stripped his own poems of all decoration. He feels ashamed of his vanity and asks to lead a simple life.

ABOUT THE AUTHOR Rabindranath Tagore was born in Calcutta, India, in 1861. He was a prolific author of novels, plays, and poems. In 1913, he was awarded the Nobel Prize in Literature, the first non-European to receive that honor.

Discuss Genre and Set Purpose

POETRY Have students briefly examine “Song VII.” Ask them how they can tell that the work is a poem. Elicit discussion of the use of lines, stanzas, and figurative language.

TEXT FOCUS: Figurative Language Remind students that figurative language is language that describes one thing in terms of another and is not meant to be understood literally. As students read, ask them to notice the poet’s use of various types of figurative language.

SET PURPOSE Help students determine a purpose for reading, such as to understand and enjoy the poem’s use of figurative language.

Options for Reading

Independent Students read the poem independently and then answer questions posed by the teacher. Students may then reread the poem.

Supported Students read the poem and answer questions with teacher support. Students then reread the poem, either independently or with a partner.

Common Core Connection

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 4 determine the meaning of words and phrases, including figurative and connotative meanings/analyze the impact of word choices; RL 5 analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact; RL 7 analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective
WRITE & PRESENT

1. Have pairs or small groups refer to the text to identify figurative language in the poem. Encourage students to examine each figure of speech and discuss how it contributes to the poem’s meaning. Encourage students to ask and answer questions.  

2. Students draft an explanatory essay in which they discuss the use of figurative language in Rabindranath Tagore’s “Song VII.” Students should determine the meaning of the figurative language they identify and analyze the impact of these word choices on the poem’s overall meaning.  

3. Students exchange essays and offer suggestions for revising and editing.  

4. Students present their essays to the class.  

5. Students submit their final drafts to the teacher.  


STUDENT CHECKLIST

Writing

✔ Identify uses of figurative language.  

✔ Determine the impact of figurative language on meaning.  

✔ Support all claims with text evidence.  

Speaking and Listening

✔ Present information clearly.  

✔ Convey a clear point of view.  

✔ Demonstrate a command of formal English.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

• Who is the speaker addressing in the poem, and what is his relationship with this person? The speaker is addressing a “master poet.” He is in awe of this person. What evidence indicates this relationship? The speaker wants nothing to come between him and the master poet; he is eager to hear the master’s quiet voice; he sits at the master’s feet.  

• Describe the figure of speech that the speaker employs in the first two lines of the poem. The poem begins with personification, in which the speaker’s “song” is compared to a woman removing her fine clothes and jewelry. What is the speaker’s purpose in using this figure of speech? He wants to describe how his songs have been stripped of frills.  

SECOND READ  Analyze the Text

• How does the poem’s concluding figure of speech suggest that the speaker may wish to learn about something more than poetry from his master? Explain. Sample answer: In lines 8–9, the speaker uses a simile calling for his life to be simple and straight like a flute. This indicates that he views the master as more than a poetic mentor.  

• Explain, based on evidence from the poem, how “Song VII” has two levels of meaning. Sample answer: On one level, “Song VII” is an address by an aspiring poet to a master poet. On another level, “Song VII” is about perfection of the human soul. The speaker sits at the master’s feet and asks to be transformed into a better person.  

✔ Practice Fluency

EMPHASIZE RATE  Remind students that poetry should be read at a rate appropriate to its theme, language, and tone. Point out that “Song VII” is a reverent, prayer-like poem.  

Independent/Self-Selected Reading

Have students reread “Song VII,” or have them practice the skills using other works. Suggested titles:

• Gitanjali by Rabindranath Tagore  

• The Essential Rumi by Jalal al-Din Rumi  

Academic Vocabulary

Read each word with students and discuss its meaning.

adornments (line 1) • decorations

mar (line 3) • to spoil
"The Love Song of J. Alfred Prufrock"
by T. S. Eliot

SUMMARY This poem takes the form of a dramatic monologue in which the speaker, J. Alfred Prufrock, thinks about speaking with a woman at a party. However, Prufrock is paralyzed by self-doubt. He realizes that he is not a hero but just an ordinary man who has too many inadequacies to seize the moment.

ABOUT THE AUTHOR T. S. Eliot (1888–1965) was born in St. Louis, Missouri. After attending Harvard, he moved to London and became a British citizen in 1927. Eliot won numerous awards, including the 1948 Nobel Prize for Literature.

Discuss Genre and Set Purpose

POETRY Guide students to discuss the use of imagery, figures of speech, rhythm, and other literary devices in poetry.

TEXT FOCUS: Imagery Explain that this poem uses imagery, pictures drawn in words, to evoke ideas and feelings. ☐ RL 4

SET PURPOSE Help students set a purpose for reading the poem, such as to discover how Eliot uses imagery to convey meaning.

Options for Reading

Independent Students read the poem independently and answer questions posed by the teacher.

Supported Students read a few lines and answer questions with teacher support. Students then reread the lines independently or with a partner.

TEXT COMPLEXITY RUBRIC

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Common Core Connection

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary; RL 4 determine the meaning of words and phrases, including figurative and connotative meanings/analyze the impact of word choices; RL 5 analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact; RL 10 read and comprehend literature; W 2 write informative/explanatory texts; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective.
WRITE & PRESENT
1. Have small groups identify two or more themes or central ideas in the poem and analyze their development over the course of the poem.  \( \text{RL 2} \)

2. Students work individually to draft an explanatory essay discussing two or more central ideas of the poem and how Eliot develops them.  \( \text{W 2} \)

3. Students meet again with their groups for peer review and editing.  \( \text{W 5} \)

4. Students present their essays to the class.  \( \text{SL 4} \)

5. Individual students submit their essays to the teacher.  \( \text{W 4} \)


STUDENT CHECKLIST

Writing

✔ Analyze the development of two or more themes or central ideas in the poem.

✔ Cite evidence from the poem.

✔ Use correct language conventions.

Speaking & Listening

✔ Participate effectively in a collaborative discussion.

✔ Ask and answer questions about the poem’s details.

✔ Convey a clear point of view.

First Read

Think Through the Text

Have students cite text evidence and draw inferences to answer questions.

line 1 • Whom is Prufrock addressing as “you” in line 1? the reader  \( \text{RL 1} \)

lines 40–43 • What does Prufrock look like? In line 40, Prufrock says he has a bald spot. In line 42, Prufrock describes his clothes, which are nice; but in line 43, he speculates that the other guests will notice that his arms and legs are thin.  \( \text{RL 1} \)

Second Read

Analyze the Text

• What lines from the poem tell you how Prufrock sees himself? Sample answer: In lines 83–86, Prufrock says that he is no prophet, that his chance for greatness has flickered out like a candle, and that even supernatural beings like the eternal Footman laugh at him.  \( \text{RL 1} \)

• What is one of the poem’s themes? the inability to connect with others How can you tell? Prufrock is unable to speak to the woman. In lines 73–74, Prufrock says that he should have been a sea creature alone on the ocean floor.  \( \text{RL 2} \)

Practice Fluency

EMPHASIZE RHYTHM Have students read the poem aloud and listen to the rhythm. Point out how the irregular rhythm reinforces the central ideas of Prufrock’s alternating desire to act and fear to proceed.  \( \text{RL 5} \)

Independent/Self-Selected Reading

If students have already demonstrated comprehension of “The Love Song of J. Alfred Prufrock,” have them practice analyzing imagery using another poem. Suggested titles:

• Selected Poems by W. H. Auden

• Poems of Marianne Moore by Marianne Moore  \( \text{RL 10} \)

Academic Vocabulary

Read each word with students and discuss its meaning.

tedious (line 8) • tiresome, boring
digress (line 66) • wander or stray from the topic
deferential (line 115) • respectfully yielding to the wishes of another
obtuse (line 117) • slow to understand or perceive
OBJECTIVES
- Analyze use of imagery
- Draw inferences from textual evidence
- Understand how author’s choices impact character development

OPTIONS FOR READING

Independent Students read the poem independently and then answer questions posed by the teacher. Students may then reread the poem.

Supported Students read the poem and answer questions with teacher support. Students then reread the poem, either independently or with a partner.

THE RIVER MERCHANT’S WIFE: A LETTER
by Ezra Pound

SUMMARY In Pound’s version of an earlier Chinese poem, the speaker is the teenage wife of a young merchant who is away on a long trip. In this “letter” to her husband, the wife recalls playing with him as a child, reluctantly marrying him at fourteen, and falling in love with him at fifteen. Now the merchant has been gone for five months, and the young wife is miserable in his absence.

ABOUT THE AUTHOR Ezra Pound was born in Idaho in 1885 but spent most of his life in Europe. Pound established a reputation as a modernist, replacing the sentimental expressions of nineteenth-century literature with precise language and sharp imagery. He is now regarded as one of the twentieth-century’s greatest and most influential poets.

DISCUSS GENRE AND SET PURPOSE

POETRY Guide students to discuss the properties of free verse.


SET PURPOSE Help students determine a purpose for reading, such as to understand and enjoy the poem’s use of imagery.

TEXT COMPLEXITY RUBRIC

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COMMON CORE CONNECTION

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 3 analyze impact of author’s choices regarding how to develop and relate elements of a story or drama; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective.
WRITE & PRESENT

1. Have pairs of students refer to the text to create a character sketch of the poem’s speaker. Ask them to find evidence in Pound’s imagery that supports their sketch.  

2. Students write a draft of an explanatory essay in which they analyze the impact of Pound’s choice of imagery on how the character of the river merchant’s wife is introduced and developed. Encourage students to cite strong and thorough textual evidence in their analyses.

3. Students exchange essays and offer suggestions for revising and editing.

4. Students present their essays to the class.

5. Students submit their final drafts to the teacher.


STUDENT CHECKLIST

Writing

✔ Identify images from the poem.

✔ Determine the impact of imagery on character development.

✔ Use correct language conventions.

Speaking & Listening

✔ Convey a clear perspective.

✔ Demonstrate a command of formal English.

✔ Distinguish clearly between original material and quotations from the text.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

lines 1–17 • Who is the speaker of this poem? a teenage girl  

lines 1–17 • Describe the speaker’s situation and explain how the poet reveals this information. In lines 1–4, she describes how as a child she played with her future husband; in lines 7–10, she tells how she behaved when she married him at fourteen; in lines 15–17, she tells that when she was sixteen, he went away and has not yet returned.

SECOND READ  Analyze the Text

• What images does the speaker use to describe her longing for her husband, and how do they affect the reader? Sample answer: The speaker uses images of nature to describe her longing. In line 18, she says that the monkeys make sorrowful noises; in lines 20–21, she says that the mosses by the gate have grown deep, suggesting that no one has entered since her husband left; in line 22, she says that the leaves are falling early, suggesting aging. The images leave the reader with a feeling of sadness.

• The speaker never expresses her emotions directly. What is the effect of this technique? Sample answer: By not expressing her emotions directly, the young wife accents her sense of loss.

Practice Fluency

EMPHASIZE ACCURACY  Point out that Pound’s poetry is spare and precise. Reading it aloud demands accuracy and attention.

Independent/Self-Selected Reading

If students have already demonstrated comprehension of “The River Merchant’s Wife: A Letter,” have them practice analyzing imagery using other poems. Suggested titles:

• Cathay by Ezra Pound

• Imagist Poetry edited by Peter Jones
POETRY

OBJECTIVES

- Cite textual evidence to support analysis of a poem
- Determine the figurative meanings of words
- Analyze point of view to distinguish what is said directly from what is meant

Summary

The speaker observes that each year “something” knocks down parts of the stone wall that separates his property from a neighbor’s. The neighbor avers that “Good fences make good neighbors,” but the speaker wonders why fences are necessary. He ultimately realizes that fences bring order and civility.

About the Poet

Robert Frost was born in 1874 in California but became associated with New England after the publication of his books of realistic poems about country life in the northeastern United States. Four of Frost’s poetry collections won Pulitzer Prizes.

Discuss Genre and Set Purpose

POETRY Have students briefly examine the poem for rhyme scheme, rhythm, and use of everyday language.

Text Focus: Blank Verse Remind students that a poem written in blank verse uses iambic pentameter. That is, each line has five iambic feet. Point out that Frost’s poem does not use blank verse consistently. Encourage students to consider the impact of Frost’s structural choice on the meaning of his poem.

Set Purpose Help students set a purpose for reading the poem, such as to appreciate the effects of the author’s use of blank verse.

Options for Reading

Independent Students read the poem independently and then answer questions posed by the teacher.

Supported The teacher reads the poem aloud for students to appreciate the rhythm and language. Then students read the poem and answer questions with teacher support. Encourage students to reread the poem independently or with a partner.

Common Core Connection

RL 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 4 Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of word choices; RL 5 Analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact; RL 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated from what is really meant; RL 10 Read and comprehend literature; W 1 Write arguments to support claims; W 4 Produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 Present information, findings, and supporting evidence, conveying a clear/distinct perspective.
Academic Vocabulary
Read each word with students and discuss its meaning.
abreast (line 4) • side-by-side or alongside
offense (line 34) • insult or displeasure
savage (line 40) • uncivilized or primitive person

FIRST READ  Think Through the Text
Have students use text evidence or make inferences to answer questions.

• What has happened to the wall? “Something” caused it to fall apart. Why is repairing the wall important to each neighbor? Sample answer: The wall is important to the speaker, because he contacts his neighbor when he sees that it needs to be mended. The neighbor thinks it is important, because he says that “good fences make good neighbors.”

• How does the speaker react when the neighbor says that “Good fences make good neighbors”? The speaker wants the neighbor to ask himself why this is true.

SECOND READ  Analyze the Text
• What effect does the blank verse have on the poem? Sample answer: It makes the poem sound like a person speaking. Why did the poet include some lines that do not have a regular rhythm? Sample answer: to cause readers to slow down and pay attention to the words.

• Why does the poet repeat the lines “Good fences make good neighbors” and “Something there is that does not love a wall”? The poet wants to reinforce both the idea that fences are good because they impose order, and the idea that there are mysterious forces in the world that oppose boundaries and confinement.

Practice Fluency
EMPHASIZE ACCURACY Students can read the poem aloud into a digital recorder and then underline the words they mispronounced or skipped. Students should read aloud the same lines several times, each time working to improve accuracy.

Independent/Self-Selected Reading
If students have demonstrated comprehension of “Mending Wall,” have them practice the skills using poems from these titles:
• The Complete Poems of Robert Frost by Robert Frost
• White Apples and the Taste of Stone: Selected Poems 1946–2006 by Donald Hall

WRITE & PRESENT
1. Have students form small groups to discuss the points of view of the speaker and his neighbor. Encourage students to distinguish between what the speaker actually says and what he thinks and means.

2. Students draft argumentative essays in which they cite evidence from Robert Frost’s “Mending Wall” to support their analysis of what the text says explicitly as well as what can be inferred from the poem about fences making good neighbors.

3. Students share their drafts to edit and revise their writing.

4. Students present their analyses to the class.

5. Individual students submit their final drafts to the teacher.


STUDENT CHECKLIST
Writing
✔ Introduce a clearly stated claim about the point of view.
✔ Cite evidence from the poem.
✔ Properly format direct quotations and line citations.
✔ Conclude with an insight into the poem’s meaning.

Speaking and Listening
✔ Present a clear and distinct perspective.
✔ Ask and answer questions about the meaning of the poem.
✔ Demonstrate a command of formal English.
**OBJECTIVES**

- Determine the meaning of figurative language
- Identify how free verse poems use repetition to create rhythm and meaning
- Analyze an extended metaphor using text evidence

**Options for Reading**

**Independent** Students read the poem independently and then answer questions posed by the teacher.

**Supported** Students read 8–10 lines and answer questions with teacher support. Students then reread the lines independently or with a partner.

---

**“Ode to My Suit”**

by Pablo Neruda

**SUMMARY** In this poem, the speaker addresses his suit and uses an extended metaphor to compare himself to the suit. The speaker reflects on his life and mortality by reflecting on the suit’s.

**ABOUT THE POET** Pablo Neruda was born in Chile in 1904. At the age of ten, he began writing poems, which he continued to do his entire life. Because of his popularity, Neruda became known in Chile as the people’s poet. He won the Nobel Prize for Literature in 1971.

**Discuss Genre and Set Purpose**

**POETRY** Guide students in a discussion of the characteristics of free verse—poetry that doesn’t have a set rhyme scheme but relies on other literary elements, such as repetition and imagery.

**TEXT FOCUS: Rhythm** Remind students that free verse poems often use the repetition of words to create rhythm. As students read the first five lines of the poem, have them look for repeated words that create rhythm.

**SET PURPOSE** Help students set a purpose for reading the poem, such as to discover what effect the structure of the poem has on its meaning.

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**TEXT COMPLEXITY RUBRIC**

**Overall Text Complexity**

<table>
<thead>
<tr>
<th>Quantitative Measure</th>
<th>“Ode to My Suit” POETRY</th>
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<tr>
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<table>
<thead>
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<th>Qualitative Measures</th>
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</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>single level of complex meaning</td>
</tr>
</tbody>
</table>
WRITE & PRESENT

1. Have pairs or small groups refer to the text to discuss how images in the poem, such as the speaker dressing, the suit’s conforming to his body, or the end of his life, contribute to the poem’s meaning. Encourage students to ask and answer questions about how the structure of the poem, including the use of repetition, underscores the strong relationship between the man and his suit.  [RL 5]

2. Students draft essays in which they cite strong and thorough textual evidence from “Ode to My Suit” to support their analysis of how the speaker’s thoughts about his suit open a window onto his thoughts about himself and his mortality.  [W 1]

3. Students share their drafts with each other in pairs or groups and edit their writing.  [W 5]

4. Students present their final essays to the class.  [SL 4]

5. Students turn in their final drafts to the teacher.  [W 4]


STUDENT CHECKLIST

Writing

✔ Introduce a clear claim about the speaker’s relationship to the suit in “Ode to My Suit.”

✔ Use evidence from the text to support the claim.

✔ Use correct language conventions.

Speaking & Listening

✔ Participate in class discussion.

✔ Present information and supporting evidence.

✔ Present information clearly.

“Ode to My Suit” • 125
**OBJECTIVES**
- Cite textual evidence to support analysis of a poem
- Determine the figurative and connotative meanings of words
- Analyze author’s choices concerning structure and their effect on a text

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**“Sestina”**
by Elizabeth Bishop

**SUMMARY** The poet uses a traditional poetic form—the sestina—to depict a rainy autumn day on which a grandmother reads, sings, and cries while preparing tea for her grandchild.

**ABOUT THE AUTHOR** Elizabeth Bishop was born in 1911 in Massachusetts, but spent her adult life in Florida, Mexico, San Francisco, and Brazil. Her poetry collection *North & South: A Cold Spring* won a Pulitzer Prize in 1955.

**Discuss Genre and Set Purpose**

**POETRY** Guide students to discuss how the purpose of poetry is to create meaning by the deliberate use of words and word structures.

**TEXT FOCUS** Poetic Structure: Sestina Explain that a sestina is a 39-line poem that consists of six-line stanzas and a final three-line summary. The words at the end of each line in the first stanza also appear at the ends of lines in the other stanzas, but in a different order. **RL 5**

**SET PURPOSE** Help students determine a purpose for reading the poem, such as to consider how structure shapes meaning.

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**TEXT COMPLEXITY RUBRIC**

**Overall Text Complexity**

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</table>
Academic Vocabulary

Read each word with students and discuss its meaning.

- **almanac** (line 5) • annual, book-like calendar with information about planting, weather, tides, and the phases of the moon
- **equinoctial** (line 7) • occurring around the time of the equinox
- **foretold** (line 9) • predicted, told in advance
- **inscrutable** (line 39) • impossible to understand or read clearly

**FIRST READ**

**Think Through the Text**

Have students use text evidence and make inferences to answer questions.

- **Which words are repeated in the stanzas?** house, grandmother, child, stove, almanac, and tears
  What feelings do these words evoke? Sample answer: House, stove, grandmother, and child might make readers think warmly about family or home. Almanac suggests time passing. Tears suggests sadness.  

- **Why is the almanac important to the grandmother? How is it “clever” (line 18) and “birdlike” (line 19)?** The grandmother reads jokes from it to “hide her tears.” It is clever because it is full of jokes and it “foretold” her tears. It is birdlike because the covers flap like a bird’s wings.  

**SECOND READ**

**Analyze the Text**

- Have students reread the poem. Discuss its structure. Ask: **What effect does the sestina structure have on the poem?** Sample answer: It gives the poem a rigid structure; all the lines must end with one of the six words.

- **What impact does the repetition of words have on the tone of the poem?** Sample answer: The repetition of the six words—house, grandmother, child, stove, almanac, and tears—creates a tone that is both warm and sad.

**Practice Fluency**

**EMPHASIZE RATE** Remind students that poetry should be read at a rate appropriate to its theme and tone. Point out that “Sestina” is a meditative poem that should be read slowly.

**Independent/Self-Selected Reading**

If students have already demonstrated comprehension of “Sestina,” have them analyze the structure and word choices in poems from these titles:

- **The Complete Poems: 1927–1979** by Elizabeth Bishop  
- **Collected Poems** by Robert Lowell

**WRITE & PRESENT**

1. Have students form small groups to analyze how Elizabeth Bishop’s choices contribute to the meaning of “Sestina.” Students should consider the sestina structure that Bishop chose, as well the importance of her word choices.

2. Students draft persuasive essays in which they cite strong evidence from Elizabeth Bishop’s “Sestina” to support their analysis of how structure and word choice contribute to the meaning and tone of the poem.

3. Students share drafts and edit and revise their writing.

4. Students present their analyses in groups. Encourage students to use digital media or to stage a readers’ theater or choral reading of the poem to illustrate the sestina structure.

5. Individual students submit their final drafts to the teacher.


**STUDENT CHECKLIST**

**Writing**

- ✔ Introduce a precise claim about poetic structure and word choice.
- ✔ Use evidence from the text.
- ✔ End with a concluding statement that provides insight into the poem.

**Speaking & Listening**

- ✔ Participate in a collaborative discussion.
- ✔ Convey a clear perspective.
- ✔ Use digital media to enhance understanding and add interest.

“Sestina” • 127
**OBJECTIVES**
- Understand the poet’s use of figurative language
- Analyze visual imagery and its impact on meaning
- Cite text evidence to support inferences drawn from the poem

---

**Options for Reading**
**Independent** Students read the poem independently and then answer questions posed by the teacher.

**Supported** Students read the first two stanzas independently or in pairs and answer questions with teacher support. Encourage students to read the last stanza on their own.

---

**“The Latin Deli: An Ars Poetica”**
by Judith Ortiz Cofer

**SUMMARY** This free verse poem uses visual imagery to describe the homesickness and nostalgia that motivate Latinos to shop at a Latin deli. The poem also paints a complex picture of the deli owner, a woman who provides comfort and a sense of belonging.

**ABOUT THE AUTHOR** Judith Ortiz Cofer was born in Puerto Rico and raised both there and in Paterson, New Jersey. She has received many awards for her writing.

**Discuss Genre and Set Purpose**

**POETRY** Tell students there are many different types of poetry. Some use rhyme, rhythm, and meter. Some use no formal structure and are called free verse.

**TEXT FOCUS:** Figurative Language and Visual Imagery Tell students that the writer uses figurative language to enhance the poem’s visual imagery and transport readers to the bustling store with its homesick patrons.

**SET PURPOSE** Help students determine a purpose for reading, such as to analyze imagery to make inferences about people, places, and meaning.

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**TEXT COMPLEXITY RUBRIC**

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Academic Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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<tr>
<td>ars poetica (title)</td>
<td>the art of poetry</td>
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<tr>
<td>patroness (line 7)</td>
<td>a woman who protects someone or something</td>
</tr>
<tr>
<td>exiles (line 7)</td>
<td>people separated from their native countries</td>
</tr>
<tr>
<td>disillusions (line 23)</td>
<td>disappointments</td>
</tr>
<tr>
<td>divine (line 36)</td>
<td>discover through intuition</td>
</tr>
</tbody>
</table>

First Read  

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

- **lines 1–38** What can you infer about why the customers shop at the Latin deli? **Sample answer:** Customers shop there because the shopkeeper’s attention, the Spanish spoken, and the products sold reconnect them with where they came from.  
  - **RL 1**

- **lines 1–38** What can you infer about the significance of memory in this poem? **Sample answer:** The customers’ memories of their lives in another country are what keep them coming back to the store for a slice of home.  
  - **RL 1**

Second Read  

Analyze the Text

- **How and why does the writer differentiate between the customers in the shop in lines 10–17? Sample answer:** They are all Latino but from different countries, so their stories and experiences are different.  
  - **RL 5**

- **How are figurative language and imagery used in lines 25–28? The writer uses a simile that compares the packages’ labels to the names of lost loves and uses vivid imagery to transport the reader to the aisles of the shop and to evoke a sense of nostalgia.**  
  - **RL 4**

Practice Fluency

**EMPHASIZE EXPRESSION** Have students read this poem aloud, paying particular attention to the poet’s limited use of punctuation. Ask students how this reading helps to create the feeling of a busy store.

Independent/Self-Selected Reading

If students have already demonstrated comprehension of “The Latin Deli: An Ars Poetica,” have them practice making inferences based on text evidence using another poem. Suggested titles:

- *The Latin Deli: Prose and Poetry* by Judith Ortiz Cofer  
  - **RL 10**

- *The Poetry of Pablo Neruda* by Pablo Neruda

Write & Present

1. Have small groups of students discuss textual evidence in the poem that supports their inferences about the deli, the shopkeeper, and the exiles. Have students describe what their “Latin deli”—a shop that reminds them of home—would look like if they moved to an unfamiliar place.  
  - **W 4**

2. Students draft an essay that compares the poem’s Latin deli and shopkeeper with their imaginary shop and shopkeeper.  
  - **W 5**

3. Students edit and revise their drafts within their small groups.  
  - **W 5**

4. Students present their essays to the class.  
  - **SL 6**

5. Students turn in their final essays to the teacher to be graded using a rubric.  
  - **W 5**


Student Checklist

**Writing**

- ✔ Compare how the poem’s Latin deli and an imagined shop might look, sound, and smell.

- ✔ Support the comparison with evidence from the text.

- ✔ Use correct language conventions.

**Speaking & Listening**

- ✔ Participate in collaborative discussions to elicit ideas for writing.

- ✔ Present information clearly.

- ✔ Demonstrate a command of formal English.
“Demeter’s Prayer to Hades”
by Rita Dove

SUMMARY In this poem, Demeter, the Greek goddess of the harvest, prays to Hades, the god of the underworld, telling him of the pain he caused when he abducted Demeter’s daughter, Persephone.

ABOUT THE POET Rita Dove, born in 1952, has received numerous awards as a poet, including a Pulitzer Prize in Poetry in 1987. From 1993 to 1995, she served as Poet Laureate of the United States, and in 2011, President Barack Obama awarded her the 2011 National Medal of Arts.

Discuss Genre and Set Purpose

POETRY Guide students in a discussion of poetry and its use of carefully chosen words and techniques, such as rhythm, rhyme, imagery, and alliteration, to create musical language.

TEXT FOCUS: Allusions Explain to students that this poem alludes to the Greek goddess Demeter and her daughter Persephone, who was abducted by Hades, the god of the underworld. Tell students to consider the impact of allusions on the poem’s meaning. • RL 4

SET PURPOSE Help students set a purpose for reading the poem, such as to discover how allusions contribute to the poem’s themes.

Options for Reading

Independent Students read the poem independently and then answer questions posed by the teacher.

Supported Students read a few lines and answer questions with teacher support. Students then reread the lines independently or with a partner.

Common Core Connection

RL 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2 determine two or more themes or central ideas of a text/analyze their development/provide summary; RL 4 determine the meaning of words and phrases, including figurative and connotative meanings/analyze the impact of word choices; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective

TEXT COMPLEXITY RUBRIC

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<tr>
<td>Purpose/Levels of Meaning</td>
<td>single level of complex meanings</td>
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</table>

Exemplar Instructional Resource
WRITE & PRESENT

1. Have small groups analyze the poet’s use of allusion and how it contributes to the meaning of the poem.  

2. Students work individually to draft an essay explaining Dove’s use of allusion to develop the theme of her poem.  

3. Students meet again with their groups for peer review and editing.  

4. Students present their essays to the class.  

5. Students submit their essays to the teacher.  


STUDENT CHECKLIST

Writing

✔ Write an essay explaining the poet’s use of allusion in “Demeter’s Prayer to Hades.”

✔ Organize the essay with an introduction, body, and conclusion.

✔ Use correct language conventions.

Speaking & Listening

✔ Participate in a collaborative discussion.

✔ Ask and answer questions about the poem’s details.

✔ Convey a clear perspective.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

(lines 1–4) • Who is speaking? Demeter  

(lines 1–4) • To whom is she speaking? Hades  

(lines 1–10) • According to Greek mythology, Hades burst through a cleft in the earth and abducted Demeter’s daughter while she was gathering flowers. Where does the speaker of the poem allude to this event? In lines 8 through 10, the speaker mentions the trail planted, the waste, and the flowers.

SECOND READ  Analyze the Text

• What does Demeter wish for Hades? knowledge Based on what you know about the myth of Persephone, why do you think Demeter wishes this for Hades? Sample answer: She wants him to understand that his actions have consequences.

• What does the mirror symbolize? Sample answer: self-knowledge What evidence in the poem leads you to infer this meaning? Sample answer: The speaker says she wishes only knowledge for Hades, and mirrors reflect the image of whoever looks into them.

Practice Fluency

EMPHASIZE EXPRESSION Remind students to read the poem using tone, rhythm, and volume to show the feelings, attitude, mood, and ideas of the poem’s speaker.

Independent/Self-Selected Reading

If students have already demonstrated comprehension of “Demeter’s Prayer to Hades,” have them practice analyzing allusions using another poem. Suggested titles:

• Mother Love by Rita Dove
• Sonnets to Orpheus by Rainer Maria Rilke
OBJECTIVES

- Explain how an author’s word choices affect meaning and tone
- Analyze the meaning and effect of figurative language
- Identify the theme or themes of a poem

"Man Listening to Disc"
by Billy Collins

SUMMARY

The speaker is walking down a New York City street listening to a jazz recording through earphones. The music flowing directly into his head makes the man feel as though he is the center of everything.

ABOUT THE AUTHOR

Billy Collins is an American poet whose conversational and engaging style has made him widely popular among readers. He was named Poet Laureate of the United States in 2001 and Poet Laureate of New York in 2004.

Discuss Genre and Set Purpose

POETRY: Guide students to scan the text for characteristics of poetry, such as rhythm and rhyme.

TEXT FOCUS: Figurative Language

Remind students that figurative language is used to surprise and engage readers, helping them to deepen their understanding or arrive at new insights. ☛ RL 4

SET PURPOSE: Help students to set a purpose for their reading, such as to notice how specific word choices affect the tone and meaning of the poem.

Options for Reading

Independent: Students read the poem independently and then answer questions posed by the teacher.

Supported: Students read in pairs, alternating stanzas, and then answer the teacher’s questions as a team.

TEXT COMPLEXITY RUBRIC

"Man Listening to Disc" POETRY

Overall Text Complexity

Quantitative Measure

Lexile

N/A

Qualitative Measures

Text Structure

less familiar poetic structure

Language Conventionality and Clarity

some unfamiliar language

Knowledge Demands

increased amount of cultural and literary knowledge useful

Purpose/Levels of Meaning

multiple levels of meaning

Common Core Connection

RL 1: cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RL 2: determine two or more themes or central ideas of a text/analyze their development; RL 3: analyze impact of author’s choices regarding how to develop and relate elements of a story or drama; RL 4: determine the meaning of words and phrases, including figurative and connotative meanings; RL 5: analyze how author’s choices contribute to its overall structure/meaning/aesthetic impact; W 2: write informative/explanatory texts; W 4: produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5: develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4: present information, findings, and supporting evidence, conveying a clear/distinct perspective.
WRITE & PRESENT

1. Have pairs of students discuss the impact of specific word choices on meaning and tone in the poem.  

2. Students draft explanatory essays in which they analyze how specific word choices affect meaning and tone in the poem. Students cite specific evidence from the text to support their ideas.  

3. Students meet with partners to share their drafts and revise and edit their writing.  

4. Students formally present their essays to the class and allow classmates to offer feedback.  

5. Individual students submit their final drafts to the teacher.  

STUDENT CHECKLIST

Writing
- Clearly present the topic and main idea.  
- Organize ideas logically.  
- Cite evidence from the poem to support ideas.  

Speaking & Listening
- Present information clearly.  
- Use the appropriate tone.  
- Convey a clear understanding of the poem.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer the following questions.

- Where and when is this poem set? How do you know? in a large city on a nice spring day; references to street names, downtown, pedestrians, a clear day, and March  

- How does the music make the speaker feel? grateful, delighted, free, confident  

SECOND READ  Analyze the Text

- What theme is evident in the poem? Sample answer: The theme is music’s ability to transport the listener to another place and to evoke feelings—in this case the feeling of being the center of the universe.  

- How would you describe the tone of the poem? What specific words or phrases contribute to the tone? Sample answer: lighthearted, happy, reverent; sparkling, gratitude, delight, breezy, bow deeply  

Practice Fluency

EMPHASIZE RHYTHM  Read the first two stanzas aloud to students. Ask them to describe the rhythm and explain how it is achieved. Tell students that Collins creates an uneven, somewhat broken rhythmic pattern, which mimics the rhythms of jazz music.

Independent/Self-Selected Reading

If students have already demonstrated comprehension of “Man Listening to Disc,” have them practice the skills using another poem. Suggested titles:

- Selected Poems of Langston Hughes by Langston Hughes  
- Chicago Poems by Carl Sandburg
OBJECTIVES

- Analyze text using text evidence
- Evaluate reasoning in a seminal U.S. text
- Analyze an eighteenth-century foundational U.S. document

Common Sense is broken into three instructional segments.

SEGMENTS

SEGMENT 1 . . . . . pp. 1–17
SEGMENT 2 . . . . . pp. 17–33
SEGMENT 3 . . . . . pp. 33–58

Options for Reading

Independent Students read the book independently and then answer questions posed by the teacher.

Supported Students read a segment independently and then answer questions with teacher support.

Common Sense is a pamphlet published in early 1776 by Thomas Paine (though credited anonymously) in which he offers arguments in favor of American independence. The pamphlet is widely credited with turning popular opinion in favor of independence.

ABOUT THE AUTHOR Thomas Paine was born in England in 1737. He was unsuccessful in all his personal and professional pursuits until a chance meeting with Benjamin Franklin resulted in his moving to America. Upon arriving in Philadelphia, Paine worked as an editor. He soon began anonymously writing monographs that captured the revolutionary spirit of the day.

Discuss Genre and Set Purpose

POLITICAL PAMPHLETS Guide students to discuss the characteristics of a political pamphlet, including length, purpose, audience, argumentation, and call to action. Then have students look through their copy of Common Sense to identify these characteristics in the work.

SET PURPOSE Help students set a purpose for reading the informational text, such as understanding the argument that Paine is making and the reasoning behind it.

TEXT COMPLEXITY RUBRIC

Overall Text Complexity

<table>
<thead>
<tr>
<th>Quantitative Measure</th>
<th>Common Sense POLITICAL PAMPHLET</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Language Conventionality and Clarity</td>
</tr>
<tr>
<td>complex and varied sentence structure</td>
</tr>
<tr>
<td>Knowledge Demands</td>
</tr>
<tr>
<td>specialized knowledge required</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
</tr>
<tr>
<td>implied, subtle, difficult to determine</td>
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</tbody>
</table>

SUMMARY Common Sense is a pamphlet published in early 1776 by Thomas Paine (though credited anonymously) in which he offers arguments in favor of American independence. The pamphlet is widely credited with turning popular opinion in favor of independence.
**First Read**

**Think Through the Text**

Have students use text evidence and draw inferences to answer the following questions.

**pp. 1–2** • *From reading just the introduction, what can you already infer about Paine’s argument?* Paine is going to make an argument against the King of England and Parliament; on p. 1 he says that they have engaged in a long and violent abuse of power and that Americans are oppressed by them. [RI 1]

**pp. 8–12** • *How does Paine bolster his argument that monarchy is not a good form of government?* Paine uses examples from the Bible. On p. 10, Paine tells the story of Gideon, who refused to become king because he believed it was against God’s will, and on pp. 10–12, Paine tells the story of Samuel, who tried to convince the Israelites not to take a king. *Why did Paine likely choose these particular examples?* Paine knew that most Americans of the time were religious Christians and would be familiar with the Biblical passages. [RI 8]

**Second Read**

**Analyze the Text**

- *What are Paine’s arguments against the English constitution under which Americans were then governed?* Sample answer: Paine argues on p. 6 that because the House of Commons has no real power, the English constitution leaves most of the power in the hands of the king, who is not fit to rule because he is cut off from normal life. [RI 9]

- *What are Paine’s arguments against being ruled by a monarch who came to his or her position by hereditary succession?* Sample answer: On p. 12 Paine states that, since all men are created equal, no one family is better than another and that it is unjust that the establishment of a monarch today ensures that all future generations must be ruled by that monarch’s. [RI 8]

**Domain Specific Vocabulary**

- **peers** (p. 6) • nobles with inherited titles, having rights not enjoyed by commoners

- **Mahomet (Muhammad)** (p. 13) • the prophet who founded Islam

- **William the Conqueror** (p. 14) • the first Norman King of England (1066–1087)

- **Saul** (p. 14) • the first king of Israel (c. 1021–1000 B.C.)

**Academic Vocabulary**

- **extirpating** (p. 2) • destroying, removing completely

- **impregnable** (p. 4) • not likely to be weakened or changed

- **impious** (p. 9) • showing a lack of respect for God

- **idolatrous** (p. 10) • worshipping something as a god

- **sophist** (p. 14) • someone who is deceptive or fallacious in an argument
FIRST READ

Think Through the Text

Have students cite text evidence and draw inferences to answer questions.

p. 17 • After reading the first sentence of the section that begins on page 17, what can you infer about the difference between what Paine is offering in *Common Sense* and whatever other written materials Americans may have been reading at the time? Sample answer: Because Paine so explicitly states that he is offering simple facts, plain arguments, and common sense, it is probable that other materials at the time were very complicated and highly theoretical. • RI 1

p. 18 • Is Paine supportive of the Americans’ war for independence? What figurative phrase on page 18 gives you a clue? Paine is in support of revolution; he uses the phrase “the sun never shined on a cause of greater worth.” • RI 4

SECOND READ

Analyze the Text

• What reasons does Paine give for disagreeing with the argument that America has benefitted from its connection to England? Paine argues that what was true in the past is not necessarily true for the future, that America has a strong economy with food products to trade and export, and that maintaining an alliance with Britain unfairly attaches America to Britain’s conflicts with other nations. • RI 8

• What are some of the similarities and differences between Paine’s concept for a national government—which he calls a congress—and our current system of government? Sample answer: Paine said each colony should be divided into districts with each district sending thirty representatives to Congress; today, each of the fifty states is divided into a certain number of Congressional districts based on the state’s population; further, today’s Congress has two houses, not one. Paine’s Congress would have elected a president by rotating membership of each colony, chosen by lot; while today’s president is elected by electors determined by the popular vote of the citizens of all fifty states. • RI 9
WRITE & PRESENT

1. Have students work in small groups to delineate the argument that Thomas Paine makes in Common Sense. They should assess the reasoning present in his analysis, including the premises and purposes of his essay.  

2. Students write a draft of an essay that evaluates Paine’s argument and the reasoning (including premises and purposes) he gives as support.  

3. Students exchange essays and offer suggestions for revising and editing.  

4. Students present their essays to the class.  

5. Students submit their final essays to the teacher.  


STUDENT CHECKLIST

Writing

✔ Write an essay describing Thomas Paine’s argument in Common Sense and assessing his reasoning.  
✔ Cite text evidence.  
✔ Use correct language conventions.  

Speaking & Listening

✔ Present information and supporting evidence.  
✔ Convey a clear and distinct perspective.  
✔ Demonstrate a command of formal English.

FIRST READ  Think Through the Text

Have students cite text evidence and draw inferences to answer questions.

pp. 34–44 • Why, beginning on page 34, do you think Paine devotes a section to a general survey of America? He wants to prove his argument that America is ready and able to be independent from Britain.  

pp. 33–39 • What does Paine think of America’s present ability in regards to its armed forces? On p. 34 Paine says that the army has plenty of soldiers, and on p. 36 he says that America has all the natural resources and shipwrights needed to build a navy.

SECOND READ  Analyze the Text

• What four arguments in favor of an immediate declaration of independence from Britain does Paine offer beginning on page 43? Paine argues that as long as Americans are British subjects; no other nation can offer mediation; France or Spain will not offer assistance, Americans are seen as rebels; and America cannot assure foreign nations of its peaceful intentions.  

• What dangers does Paine foresee if America puts off declaring independence? On p. 51, Paine says that if independence is not declared by the legal voice of the people, the country might be taken over by a military power or by a mob.

Independent/Self-Selected Reading

Have students reread Common Sense independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

• The American Crisis by Thomas Paine  
• The Declaration of Independence by Thomas Jefferson

Academic Vocabulary

Read each word with students and discuss its meaning.

cordage (p. 36) • ropes or cords  
niggards (p. 41) • miserly, stingy persons  
execration (p. 45) • a very strong dislike of something; abhorrence  
apostate (p. 46) • someone whose beliefs have changed  
Rubicon (p. 50) • a point past which one’s actions cannot be reversed or changed
The Declaration of Independence
by Thomas Jefferson

SUMMARY The Declaration of Independence begins by establishing a philosophical stance—that all men are created equal and that governments gain their power only through the consent of the governed. It then details grievances against the British king and makes a formal declaration of independence that absolves colonists of loyalty to Britain.

ABOUT THE AUTHOR Thomas Jefferson, born in 1743, was a founder of the United States, the country’s third President, its second Vice President, and its first Secretary of State.

Discuss Genre and Set Purpose

INFORMATIONAL TEXT Guide students to discuss where authors of informational texts usually declare their purpose. Then have students scan the text to determine the author’s purpose.

SET PURPOSE Help students determine a purpose for reading, such as to consider the text’s rhetorical features, argument, and theme.

<table>
<thead>
<tr>
<th>TEXT COMPLEXITY RUBRIC</th>
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<tbody>
<tr>
<td><strong>Overall Text Complexity</strong></td>
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<tr>
<td>More Complex</td>
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<td><strong>Quantitative Measure</strong></td>
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<tr>
<td>Language Conventionality and Clarity</td>
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<tr>
<td>archaic, unfamiliar language</td>
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<tr>
<td>Knowledge Demands</td>
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<td>specialized knowledge required</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
</tr>
<tr>
<td>explicitly stated</td>
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</tbody>
</table>
WRITE & PRESENT

1. Have students work in groups to analyze the Declaration of Independence by identifying the author’s purpose and evaluating his use of rhetorical features. Students should also consider how the author’s argument and themes compare and contrast with those in other U.S. historical documents, such as the Olive Branch Petition or the Bill of Rights.

2. Students draft essays in which they cite evidence from the Declaration of Independence to support their evaluation of the text’s rhetorical features and to compare and contrast its argument and themes with those of another historical document.

3. Students exchange drafts and revise their writing.

4. Encourage students to use digital media to present their essays.

5. Students turn in their final drafts to the teacher.

STUDENT CHECKLIST

Writing

✔ Write an essay evaluating the rhetorical features of the Declaration of Independence and compare or contrast its argument and themes with those of another historical document.

Cite text evidence.

✔ Use correct language conventions.

Speaking & Listening

✔ Engage effectively in discussions.

Cite textual evidence.

✔ Make strategic use of digital media.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 86–89 • What two purposes for writing are stated explicitly in the Declaration of Independence? to explain the causes for the colonies’ separation from England, to declare independence from Britain

pp. 88–89 • According to the text, how have the colonists attempted to resolve their issues with the king, and how has the king responded? Jefferson states that the colonists have asked humbly for these situations to be changed for the better, but the king has not made any changes.

SECOND READ  Analyze the Text

• Explain to students that an important part of rhetoric is the author’s choices in structuring the text. Then ask: Why did Jefferson include such a long list of grievances? Sample answer: in order to convince readers that there was a solid factual case for the rebellion of the American people

• Have students reread the introductory and closing paragraphs. Ask: What central idea about human existence does Jefferson articulate in the text? Sample answer: He says that people are born with natural rights that cannot be taken away.

Independent/Self-Selected Reading

Have students reread the Declaration of Independence independently to practice analyzing the text on their own, or have them practice the skills using another historical document, such as:

• The Federalist Papers by James Madison, Alexander Hamilton, and John Jay

• Olive Branch Petition by John Dickson
The Bill of Rights
by James Madison

SUMMARY The purpose of the Bill of Rights was to amend the United States Constitution with an explicit list of guaranteed rights for citizens. The Bill of Rights comprises the first ten amendments to the Constitution, which cover the freedoms of speech, religion, press, assembly, and petition; the right to bear arms; and the rights associated with a fair trial.

ABOUT THE AUTHOR James Madison, an author of the U.S. Constitution, championed the formation of a strong federal government, but responded to the objections of states-rights supporters by drafting ten amendments that became known as the Bill of Rights. Madison served as the fourth U.S. president from 1809–1817 and died in 1836.

Discuss Genre and Set Purpose
LEGAL WRITING Discuss with students how the purpose of legal writing is to specify what is and what is not allowed.
SET PURPOSE Help students set a purpose for reading, such as to examine how the text’s purpose influenced its structure and language.

TEXT COMPLEXITY RUBRIC

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
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<td>Language Conventionality and Clarity</td>
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<tr>
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<td>specialized knowledge required</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
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</table>

Options for Reading
Independent Students read the text independently or with a partner and then answer questions posed by the teacher.
Supported Students read a portion of the text and answer questions with teacher support.

Common Core Connection
RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 2 determine two or more central ideas of a text/analyze their development/provide summary; RI 6 determine author’s point of view or purpose, analyzing how style/content contribute; RI 10 read and comprehend literary nonfiction; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective.
WRITE & PRESENT
1. Have students work in groups to summarize The Bill of Rights and discuss the central idea connecting the amendments.  

2. Students write a draft of an explanatory essay describing a central idea of The Bill of Rights. Encourage students to cite text evidence to support their ideas.

3. Students exchange essays and offer suggestions for revising and editing their essays.

4. Students present their essays to the class.

5. Students submit their essays to the teacher.

STUDENT CHECKLIST

Writing

✔ Write an essay identifying a central idea connecting the amendments.

✔ Cite text evidence.

✔ Use correct language conventions.

Speaking & Listening

✔ Present information and supporting evidence.

✔ Convey a clear and distinct perspective.

✔ Demonstrate a command of formal English.

FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 174 • Which freedoms and rights are guaranteed by Amendment I? It guarantees freedom of religion, speech, the press, and assembly; and the right to ask the government to redress grievances.

p. 175 • What is the central idea of Amendments IV through VIII? People will be treated fairly by the justice system and not have their rights violated without good reason.

pp. 175–176 • How are Amendments IX and X different from Amendments I–VII? Amendments IX–X don’t delineate specific rights; instead they state that the people have rights that are not explicitly mentioned in the Constitution or in the Bill of Rights.

SECOND READ

Analyze the Text

• What was the purpose of the Bill of Rights? Sample answer: to appease the states that feared that a strong federal government might abuse its powers; to establish public confidence in the government.

• What impact does the language of the Bill of Rights have on the reader? Sample answer: The impact of the language is assertive and definite. It makes the reader feel secure. How is this effect achieved? Sample answer: the long sentences with lists of conditions; words such as all and no.

Independent/Self-Selected Reading

Have students reread The Bill of Rights independently to practice analyzing the text on their own, or have them practice the skills using another historical document, such as:

• The United States Constitution

• The Magna Carta
Walden
by Henry David Thoreau

SUMMARY Walden was written during the two years (1845–1847) Thoreau spent living in a self-made cabin at Walden Pond near Concord, Massachusetts. Walden is part memoir and part social criticism. With its argument for individualism, simplicity, and self-reliance, Walden is one of the major transcendental works of the nineteenth century and a cornerstone of American Romanticism.

ABOUT THE AUTHOR Henry David Thoreau was born in Concord, Massachusetts, in 1817 and attended college at Harvard. After college, he developed a deep friendship with Ralph Waldo Emerson, a leader of the emerging transcendental movement. Transcendentalism strongly influenced Thoreau’s decision to “experiment” at Walden Pond. He died in 1862, at the age of 44.

Discuss Genre and Set Purpose

LITERARY NONFICTION Guide students to discuss the properties of literary nonfiction, which expresses something the author discovers from his or her own life experience.

SET PURPOSE Help students set a purpose for reading, such as to discover why Thoreau placed such value on simplicity and self-reliance.

TEXT COMPLEXITY RUBRIC

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<tr>
<th>Overall Text Complexity</th>
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<td>several references to other texts</td>
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<tr>
<td>Purpose/Levels of Meaning</td>
<td>implied, but easy to identify from context</td>
</tr>
</tbody>
</table>
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- obtrude (p. 1) • to become noticeable in an annoying way
- factitious (p. 4) • artificial
- dross (p. 12) • waste material
- abstemiousness (p. 47) • being sparing in the use of food and drink
- somnolence (p. 47) • drowsiness, sleepiness
- posterity (p. 75) • all future generations
- magnanimity (p. 83) • greatness of mind, character, and soul
- copious (p. 85) • abundant, great in quantity

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 1–74** • What does Thoreau mean when he writes on page 6 that most people live lives of quiet desperation? Most people are consumed with obtaining life’s necessities—food, shelter, and clothing. [RI 4]

**pp. 74–83** • What is Thoreau’s opinion of his neighbors in Concord in terms of their intellectual curiosity? He thinks his fellow men and women in Concord have poor taste in reading and make no effort to read the classic works of literature. [RI 1]

**pp. 84–99** • What kind of life is Thoreau arguing for when he says that people should be “seers” rather than “readers”? Thoreau wants people to experience life, not just read about it. [RI 1]

**SECOND READ**

**Analyze the Text**

- Have students review pages 30–36. Ask: What central idea about self-reliance does Thoreau articulate as he describes the house he built for himself near Walden Pond? Sample answer: Thoreau feels the act of building one’s own house (as a bird builds its own nest) is a simple, natural, and honest feat of self-sufficiency that forces man to think for himself and develop his God-given talents. [RI 2]

- Have students review pages 66–74. Ask: Why does Thoreau so strongly advocate a life of simplicity? Thoreau thinks that living simply, innocently, and within one’s means elevates people closer to their life’s true purpose. He cites examples of both personal and national affairs that he feels are external, superficial, and wasteful. [RI 2]
**First Read**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 100–132** • *What has living in solitude given Thoreau?* He has discovered in solitude such an intense and infinite oneness with nature that he feels he may never again find a place unfamiliar. **RI 3**

**pp. 132–160** • *Why does Thoreau refuse to pay his taxes?* On page 136, Thoreau says that he will not pay taxes to a government that sanctions slavery. **RI 1**

**pp. 168–174** • *In what way is Thoreau’s vegetarianism connected to the author’s central idea of living simply?* Thoreau argues for a more innocent and wholesome diet that does not include meat or fish. He feels that ceasing to eat animals is part of the evolution of humanity—just as “savages” no longer cannibalize other humans. **RI 2**

**Second Read**

**Analyze the Text**

- *Keeping in mind what you have learned about Thoreau’s regard for self-reliance and simplicity, why does he find his French Canadian visitor so praiseworthy?* Sample answers: The visitor possesses many qualities of self-reliance that Thoreau values—the visitor is physically strong; he is humble and sincere; he is alone but happy; he lives simply; he is connected to nature. **RI 2**

- *Why does John Field work so hard? How is this connected to Field’s concept of America?* Field works hard to afford certain comforts for him and his family; for example, coffee, butter, and fresh meat. Being able to attain these things is, for Field, the appeal of living in America. What alternative notion does Thoreau propose? Thoreau says that if Field were not so attached to obtaining these luxuries, he wouldn’t have to work so hard. Thoreau offers an idea of America where an individual is at liberty to do without these kinds of things. **RI 1**

**Domain Specific Vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>Homer</td>
<td>(p. 113) ancient Greek writer of <em>The Odyssey</em></td>
</tr>
<tr>
<td>Etesian winds</td>
<td>(p. 133) dry northerly winds that blow in the Mediterranean</td>
</tr>
<tr>
<td>Valhalla</td>
<td>(p. 161) in Norse mythology, where great warriors go after they are killed in battle</td>
</tr>
</tbody>
</table>

**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **repose** (p. 101) • peace, quietness, calmness
- **mirth** (p. 116) • delight, glee
- **ineffable** (p. 129) • indescribable, inexpressible
- **glaucous** (p. 159) • of a pale green color, with a blue-gray tint
- **ebriosity** (p. 172) • drunkenness, especially from alcohol

**Common Core Connection**

RI 2 determine two or more central ideas of a text/analyze their development/provide summary; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective.

**ELL Learners**

Use Peer Supported Learning

Help students understand the central ideas of *Walden* by asking: *What does it mean to live simply? What does it mean to be self-reliant?* Have students discuss with a partner to aid comprehension.

**Respond to Segment 2**

**Classroom Collaboration**

Have small groups work together to summarize what they have read. Have them ask questions about what they don’t understand.

**Exemplar Instructional Resource**
WRITE & PRESENT

1. Have small groups discuss how Thoreau articulates the ideas of self-reliance and simplicity in *Walden*. Students should consider how these ideas interact and build on each other.  

2. Have students draft an essay that provides an objective summary of *Walden* and that analyzes how Thoreau articulates the central ideas of living simply and self-reliance and how those ideas interact and build on each other.

3. Students exchange essays and offer suggestions for revising and editing.

4. Students present their essays to the class.

5. Students submit their final essays to the teacher.


STUDENT CHECKLIST

**Writing**

- Write an essay describing how the ideas of simplicity and self-reliance interact and build on each other in Thoreau’s *Walden*.
- Cite text evidence.
- Use correct language conventions.

**Speaking & Listening**

- Present information and supporting evidence.
- Convey a clear and distinct perspective.
- Demonstrate a command of formal English.

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**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **encroachments** (p. 202) • intrusions into another person’s property
- **torpid** (p. 204) • not moving, not active
- **conflagration** (p. 208) • large, destructive fire
- **epitome** (p. 245) • a representative example

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**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 191–204** • Why does Thoreau love wood so much? Wood has a long history of use by man; it is something natural that individuals can secure for themselves; it lasts for a long time.  
**RI 1**

- **pp. 205–258** • How does Thoreau feel about the spring thaw at Walden Pond? There isn’t one aspect of the thaw that doesn’t thrill him. The spring thaw affirms his belief that Earth is one big living, breathing, ever-growing organism. Spring also gives Thoreau thoughts of forgiveness for his fellow man; spring renews hope in the potential of humanity.  
**RI 1**

- **pp. 259–268** • Why did Thoreau finally leave Walden Pond? On page 262, Thoreau implies that he was seeking yet another new experience for himself and that he did not want to get stuck in the same pattern.  
**RI 1**

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**SECOND READ**

**Analyze the Text**

- Have students reread pages 193–194. Ask: *How is Thoreau’s story of building the chimney an example of the theme of self-reliance?*

  Thoreau built the chimney himself. How is the chimney itself emblematic of the theme? Thoreau describes the chimney as an independent structure that is solid and whose importance is evident; Thoreau could use the same terms to describe his idea of a self-reliant individual.  
**RI 2**

- What is one thing Thoreau learned during his stay at Walden Pond? On page 263, Thoreau writes that people should not compare themselves to others; marching to the beat of one’s own drummer is a higher calling.  
**RI 2**

**Independent/Self-Selected Reading**

Have students reread *Walden* to practice analyzing the text on their own, or have them practice the skills using another book, such as:

- *Nature* by Ralph Waldo Emerson
- *Civil Disobedience* by Henry David Thoreau  
**RI 10**
OBJECTIVES

- Analyze text using text evidence
- Determine central ideas
- Determine the meaning of words and phrases
- Determine author’s point of view/purpose

“Society and Solitude” is broken into three instructional segments.

SEGMENTS

SEGMENT 1 . . . . . pp. 9–13
SEGMENT 2 . . . . . pp. 13–16
SEGMENT 3 . . . . . pp. 16–20

Options for Reading

**Independent** Students read independently and then answer questions posed by the teacher.

**Supported** Students read a segment and answer questions with teacher support.

“Society and Solitude”
by Ralph Waldo Emerson

SUMMARY Emerson examines the benefits and drawbacks of society and solitude and concludes that human beings need them both.

ABOUT THE AUTHOR Ralph Waldo Emerson (1803–1882), writer and lecturer, is best known for his essays. Emerson was a major force behind the Transcendentalist movement, which asserted that humans could transcend their physical nature and move to a more spiritual state. He influenced and inspired many American authors, including Henry David Thoreau and Walt Whitman.

Discuss Genre and Set Purpose

**ESSAY** Guide students to discuss how the purpose of an essay is to explore a particular subject. Have students skim the essay and ask them to identify its subject.

**SET PURPOSE** Help students set a purpose for reading, such as identifying the central idea of the essay.

TEXT COMPLEXITY RUBRIC

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th>“Society and Solitude”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative Measure</strong></td>
<td>Lexile 1090L</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td>organization of main ideas and details is highly complex</td>
</tr>
<tr>
<td><strong>Language Conventionality and Clarity</strong></td>
<td>ambiguous language requiring inferences; archaic, unfamiliar language; complex and varied sentence structure; sophisticated descriptions</td>
</tr>
<tr>
<td><strong>Knowledge Demands</strong></td>
<td>many references to other texts</td>
</tr>
<tr>
<td><strong>Purpose/Levels of Meaning</strong></td>
<td>implied, subtle, difficult to determine</td>
</tr>
</tbody>
</table>
Academic Vocabulary

- **consoled** (p. 10) • comforted
- **mortality** (p. 11) • the state of being certain to die
- **indispensable** (p. 12) • absolutely necessary
- **conventional** (p. 13) • not unusual or unique; conforming

**FIRST READ**  
**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 9–10** • Why did the humorist leave society? *He was self-conscious about his inability to communicate with others—to “speak in the tone of the people.”*  
  - *RI 1*

- **pp. 10–11** • To what lengths did the humorist go to avoid society? *He went to the country and “hid in pastures,” he planted trees to conceal his house, he had his tailor make clothing that he hoped would make him “invisible.” He was so self-conscious about “social gaucheries” that he would walk a long way to compose himself.*  
  - *RI 1*

- **p. 13** • What does Emerson think about our desire to be conventional? *We all share this desire, but we must avoid it so that we do not lose “anything good” that lies inside us.*  
  - *RI 1, RI 2*

**SECOND READ**  
**Analyze the Text**

- Review the anecdote about the humorist on pp. 9–11. Ask: *What is an example of humor in this section?* Sample answer: “Whilst he suffered at being seen where he was, he consoled himself with the delicious thought of the inconceivable number of places where he was not.”  
  - *RI 1, RI 6*

- Ask: *Why do “fine geniuses” with “fine traits” have so much difficulty in society?* Give examples from the text. *Although they need solitude, society inevitably intrudes. They may be admired from a distance, but up close, they are “cripple[s].” Such people are unable to conceal “the thinness of [their] skin and [their] incapacity for strict association.”*  
  - *RI 1, RI 2, RI 4*

**Domain Specific Vocabulary**

- **Muses** (p. 9) • Greek goddesses of the arts and sciences; sources of inspiration
- **self-reliance** (p. 13) • trust in one’s own efforts or abilities

**ELL**  
**ENGLISH LANGUAGE LEARNERS**

- **Use Peer Supported Learning**
  
  Have students physically act out the words *solitude* and *society*, by sitting and/or standing together and separately. Help them find synonyms and related words, and encourage them to use these words in sentences.

**RESPOND TO SEGMENT 1**  
**Classroom Collaboration**

Have small groups work together to create a summary of the first segment and ask questions that might be answered in the next segment.
**Domain Specific Vocabulary**

- **organic** (p. 13) • forming an important part of something
- **metaphysics** (p. 15) • study of the fundamental nature of reality

**ENGLISH LANGUAGE LEARNERS**

**Use Comprehensible Input**

Ensure students understand the central idea by asking questions such as When is it important to be alone? and When is it important to be with other people?

**RESPOND TO SEGMENT 2**

**Classroom Collaboration**

Have partners summarize what they learned in the second segment. Tell them to ask questions about anything they don’t understand.

**Common Core Connection**

- **RI 1** cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain;
- **RI 2** determine two or more central ideas of a text/analyze their development/provide summary;
- **RI 4** determine the meaning of words and phrases, including figurative, connotative, and technical meanings/analyze how author uses and refines meaning;
- **W 2** write informative/explanatory texts;
- **W 4** produce writing in which development, organization, and style are appropriate to task, purpose, and audience;
- **W 5** develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach;
- **SL 4** present information, findings, and supporting evidence, conveying a clear/distinct perspective

**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **prerogative** (p. 14) • an exclusive right
- **covenants** (p. 15) • agreements and promises
- **insular** (p. 15) • not open to new or different ideas; isolated
- **ration** (p. 16) • an amount that is allowed
- **imperative** (p. 16) • impossible to avoid or ignore

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 14–15** • According to Emerson, what is a “moral union”? A moral union—“the stuff of tragedy and of romances”—can be friendship or love. What is an “intellectual union”? An intellectual union is a fellowship of shared thought. Is true “intellectual union” possible? No, because the true nature of individuals is solitary. We begin with society, but so much of social interchange is superficial. **RI 1, RI 2, RI 4**

**pp. 15–16** • What examples does Emerson give to prove his point that society is a natural state? Sample answers: We are born into families; kings lived and worked with men; barristers can best learn law in the courtroom, not in books; writers must learn their craft by living “in the street.” **RI 1, RI 2**

**SECOND READ**

**Analyze the Text**

- Point out the paragraph on p. 15 that begins with, “But this banishment to the rocks and echoes no metaphysics can make right or tolerable.” Ask: What does Emerson mean when he says, “A scholar is a candle which the love and desire of all men will light”? Sample answer: The brilliance of the solitary thinker—the scholar—is not called forth until his ideas are admired by all members of society. **RI 1, RI 2, RI 4**

- **Based on what you have read so far, does Emerson believe we need society or solitude more?** Sample answer: He believes we need both. To thrive, people who prefer solitude also need society. **RI 2**
WRITE & PRESENT

1. Have students discuss the essay in small groups and determine its central idea.  
2. Students draft explanatory essays summarizing the central ideas of the essay and explaining how they are developed.  
3. Students share their work with partners and offer suggestions for revising and editing. Students edit their writing based on these suggestions.  
4. Students present their final writing to their classmates. Ask students to respond to the ideas from each student’s writing.  
5. Students submit their final drafts to the teacher. 


STUDENT CHECKLIST

Writing

✔ Include a statement of the central idea.

✔ Describe how Emerson uses and refines the meaning of the words society and solitude.

✔ Use complete sentences and developed paragraphs to structure writing and show how the central idea is developed.

Speaking & Listening

✔ Read writing aloud with a clear, audible voice.

✔ Present ideas in a meaningful way.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 16–17 • According to Emerson, how can society benefit us? “Concert” with superior persons helps us be great. On p. 17, he explains that “when we encountered the best persons, we then found ourselves.”  

pp. 19 • How does Emerson define what society is and what it is not? Society is more than simply “exchanging news or eating from the same dish,” or “[sitting] in one of your chairs.” It exists between people who are drawn to each other by similar interests.

SECOND READ  Analyze the Text

• Point out Emerson’s statement on p. 19: “All conversation is a magnetic experiment.” Ask: What does this mean? Find an example to support your answer. Sample answer: It’s not possible to know until the moment people meet whether or not they will get along. On p. 20, Emerson says, “I find out in an instant if my companion does not want me, and ropes cannot hold me when my welcome is gone.”  

• Draw students’ attention to the last paragraph in the essay, on p. 20, and ask them to explain the following statement: “Solitude is impracticable, and society fatal. We must keep our head in the one and our hands in the other.” Sample answer: A solitary person must be able to function in society while at the same time safeguarding his or her unique self.

Independent/Self-Selected Reading

Have students reread “Society and Solitude” independently to practice analyzing the text on their own, or have them practice the skills using another essay or book, such as:  

• “Self-Reliance” by Ralph Waldo Emerson  

• Leaves of Grass by Walt Whitman

Academic Vocabulary

Read each word with students and discuss its meaning.

mesmerize (p. 16) • give suggestions that are readily accepted and acted upon  
recluse (p. 17) • a person who lives a solitary life  
merits (p. 18) • virtues  
reciprocity (p. 20) • a mutual interchange of favors or privileges  
impracticable (p. 20) • difficult to put into practice
OBJECTIVES

- Analyze sequence of events
- Analyze text using text evidence
- Analyze nineteenth-century U.S. document of historical significance

“Lee Surrenders to Grant, April 9th, 1865” is broken into three instructional segments.

SEGMENTS

SEGMENT 1 . . . . pp. 237–238
SEGMENT 2 . . . . . . . p. 239
SEGMENT 3 . . . . pp. 240–241

Options for Reading

Independent Students read the account independently or with a partner and then answer questions posed by the teacher.

Supported Students read a segment with a partner and answer questions with teacher support.

SUMMARY

“Lee Surrenders to Grant, April 9th, 1865” is an eyewitness account of General Ulysses S. Grant’s meeting with newly defeated General Robert E. Lee at Appomattox Court House, Virginia. Horace Porter reports what he saw and heard as the generals met to set the terms of Lee’s surrender.

ABOUT THE AUTHOR

Horace Porter, General Grant’s administrative assistant and personal secretary, continued his service to President Grant in the White House. He graduated from West Point in 1860 and was U.S. ambassador to France from 1897 to 1905.

Discuss Genre and Set Purpose

FIRSTHAND ACCOUNT Guide students to discuss the importance of having firsthand accounts of historically important events.

SET PURPOSE Help students set a purpose for reading, such as learning how the two former enemies acted after their fight was finished.

TEXT COMPLEXITY RUBRIC

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
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</thead>
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<tr>
<td>Text Structure</td>
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<td>Language Conventionality and Clarity</td>
<td>general academic and domain specific language</td>
</tr>
<tr>
<td>Knowledge Demands</td>
<td>specialized knowledge required</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>implied, but easy to identify from context</td>
</tr>
</tbody>
</table>

Common Core Connection

RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 3 analyze a set of ideas or sequence of events/explain how individuals, ideas, or events interact and develop; RI 9 analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical/literary significance.
**First Read**  
**Think Through the Text**  
Have students use text evidence and draw inferences to answer questions.

**p. 238**  
*The victorious General Grant greets the defeated General Lee at the start of their meeting to settle the terms of Lee’s surrender. How does General Grant begin the meeting? He mentions first meeting General Lee many years ago in Mexico when they were both in the U.S. Army. Why would Grant not begin immediately with the meeting’s business? He is probably trying to put Lee at ease and lessen the tension of this meeting for him. Grant is being courteous to Lee. Also, Grant may be reminding Lee that they once fought on the same side.*  

**p. 238**  
*How does Lee respond to Grant’s mentioning their first meeting years ago? Lee acknowledges their Mexico meeting and discusses it with Grant for a while. Then Lee brings up the business of the meeting, the reason he is there, which is to settle the surrender terms and sign the surrender.*

**Second Read**  
**Analyze the Text**

- Twice, when General Grant is speaking about first meeting Lee and later about the approaching peace, General Lee directs the conversation back to the surrender terms. What do you think this interaction between the two men shows? *Sample answer: Both men show respect and courtesy to each other. However, Lee seems to want to get the business of surrender done as quickly as possible; for Lee, this is a sad and unpleasant occasion.*

- What do Generals Lee and Grant have in common? *Both served in the U.S. Army for many years. They met each other during their service in the Mexican-American War. Both are soldiers who fought hard for their governments. From Horace Porter’s account, they respected each other despite their differences.*

**Academic Vocabulary**
Read each word with students and discuss its meaning.

*recollect (p. 238) • remember*

*accord (p. 238) • agreement*

**Domain Specific Vocabulary**

*brigade (p. 238) • a group of soldiers consisting of two or more regiments*

*parole (p. 238) • a prisoner of war’s release on condition of no further fighting*

**ELL**  
**ENGLISH LANGUAGE LEARNERS**

**Use Visuals**
Guide students to think of adjectives that describe Generals Lee and Grant. Then have them use the words in complete sentences about the two men.

**RESPOND TO SEGMENT 1**  
**Classroom Collaboration**
Have partners discuss and summarize the events reported in this segment. If more than one student has the same question, open that question up to a class discussion.
**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **p. 239** How does General Lee react when he reads the terms of surrender that General Grant has written? He is surprised that Grant will let the Confederate officers keep their horses and belongings. **Why is this a surprise?** because Lee’s officers and soldiers are now prisoners of the Union army, and the winners in battle or war often take the property or valuables of the losers.  

- **p. 239** Why does Lee say, “This will have a very happy effect upon my Army”? He is grateful for Grant’s generosity. Lee’s officers probably expected to have their horses and belongings taken from them.

- **p. 239** What does Lee next ask Grant about the surrender terms? Lee tells Grant that his artillery and cavalry soldiers brought their own horses into the army, unlike the soldiers in Grant’s army, who were supplied with horses. Lee wants Grant to let these soldiers keep their horses, too.

**SECOND READ**

**Analyze the Text**

- Review the section beginning with Lee’s comment, “There is one thing I would like to mention.” When Lee tells Grant that his soldiers, nonofficers, brought their own horses, he emphasizes one of the differences between the Confederate and Union armies. Ask: **Why is this detail significant?** Sample answer: Even though the generals are being cordial, the Civil War was fought by two distinct types of people. Many of the Confederate soldiers were farmers who depended on their horses for their livelihood.

- What significance do you see in Grant’s response to Lee’s concern for his soldiers? Sample answer: Throughout their meeting, Grant shows respect to Lee. This is Lee’s first request to Grant. Grant responds immediately, saying he will order his officers to allow Lee’s soldiers to keep their horses. In this way, Grant shows he wants reconciliation with Lee and the Confederate army.
WRITE & PRESENT

1. Have pairs or small groups analyze the sequence of events Porter relates and explain how individuals interacted and events developed.  

2. Students draft an explanatory essay summarizing Porter’s account of events. Encourage students to cite text evidence in their summaries.  

3. Students exchange essays and suggest revisions, then edit their drafts individually.  

4. Students present their essays to the class.  

5. Students submit their essays to the teacher.  


STUDENT CHECKLIST

Writing

✔ Introduce a clear topic sentence.

✔ Clearly analyze the sequence of events and explain the interactions between people.

✔ Use transitions to support connections.

Speaking & Listening

✔ Present information and supporting evidence.

✔ Convey a clear and distinct perspective.

✔ Demonstrate a command of formal English.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 240 • What kind of food does Lee say his soldiers are eating? The only food they have is parched (dried) corn. Lee says he can’t feed their Union prisoners. He tells Grant that his soldiers and their animals need food. What is Grant’s response? Grant promises to give Lee’s soldiers food but doesn’t have any food for the animals.  

p. 241 • How does Porter describe Lee and those around him as Lee departs the meeting? Lee is deep in thought, looks sad, and doesn’t notice people nearby. He looks into the distance where his army is waiting and hits his hands together, absentmindedly, as he waits for his horse. Lee raises his hat as he rides off.

SECOND READ  Analyze the Text

• What does the interchange between Generals Lee and Sheridan reveal about the day’s events? Sample answer: Sheridan refers to some notes he had sent to Lee earlier in the day, protesting the movement of Confederate troops in violation of the truce. Lee is “expressive of regret,” but it appears he did not surrender easily.

• What picture does Porter paint of both Grant and his Union soldiers’ behavior toward Lee at the Appomattox meeting? Give an example of this behavior. Porter writes that Grant treated Lee with dignity and courtesy and that the Union officers there felt sympathy for Lee, which they showed by standing and tipping their hats to him.

Independent/Self-Selected Reading

Have students read “Lee Surrenders to Grant” independently to practice analyzing historical accounts, or have them practice their skills using another book, such as:

• The Civil War Memoirs of Ulysses S. Grant by Ulysses S. Grant, Brian M. Thomsen, editor

• Robert E. Lee: A Biography by Emory M. Thomas
“The Fallacy of Success”
by G. K. Chesterton

SUMMARY The author argues that books about how to become successful are worthless because they give no real information about how to attain the goals of making more money or reaching a higher social position. Instead, they simply encourage the reader to worship money and those who have lots of it.

ABOUT THE AUTHOR Gilbert Keith Chesterton, born in London in 1874, was a prolific author, writing journalism, biography, poetry, fiction, and essays. His short detective stories about the fictional Father Brown are among his most famous works. Chesterton was a firm believer in Christianity and defended it in his writings.

Discuss Genre and Set Purpose

INFORMATIONAL TEXT Guide students to discuss what characteristics of informational texts, such as making an argument, they notice. Have students briefly look through the essay for clues to the author’s opinions and argument.

SET PURPOSE Help students determine a purpose for reading, such as to analyze Chesterton’s understanding of the word success.
WRITE & PRESENT

1. Have pairs or small groups of students refer to the text to analyze how the key term *success* is interpreted, used, and refined over the course of Chesterton's essay. Tell students to consider also if the speaker's true feelings are left uncertain. Encourage students to ask and answer questions about Chesterton's use of sarcasm and humor in the essay.  

2. Students draft explanatory essays in which they analyze and explain how the key term *success* is interpreted, used, and refined over the course of chesterton's essay.  

3. Students within each pair or group share their drafts with each other and edit their writing.  

4. Student groups present readings of their essays to the class.  

5. Individual students submit in their final drafts to the teacher.  

See Copying Masters, pp. 268-271.

STUDENT CHECKLIST

Writing

- Analyze and explain how the key term *success* is interpreted, used, and refined over the course of an essay.  
- Use evidence from the text to support the analysis.  
- Provide a concluding statement.

Speaking and Listening

- Present information clearly.  
- Convey a clear point of view.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer the following questions.

- Explain why Chesterton thinks books about how to succeed are silly.  
  *Sample answer: The books do not give any specific information about how to become better at any one thing. Instead they encourage people to follow their own selfish material interests.*  
  - RI 1

- Explain to students that Lord Rothschild and Cornelius Vanderbilt were enormously wealthy men who made money from steamships and railroads. Ask: Why would an article on “The Instinct that Makes People Rich” show Rothschild’s picture and use Vanderbilt as an example?  
  *Sample answer: because the article’s author believes that the reader will want to be rich, like Lord Rothschild and Cornelius Vanderbilt.*  
  - RI 1

SECOND READ  Analyze the Text

- What does Chesterton mean by claiming that nothing exists which is not successful?  
  *Sample answer: Here, Chesterton means that for animals and people to be considered successful, they simply need to continue being what they are.*  
  - RI 4

- What is the meaning of success, according to the writers of books on how to succeed? How does Chesterton seem to regard success as a goal?  
  *Sample answer: The author believes that the writers are defining success in terms of money and status. Chesterton thinks these goals are misguided at best.*  
  - RI 4

Independent/Self-Selected Reading

If students have already demonstrated comprehension of “The Fallacy of Success,” have them analyze other works, such as:

- “Marita’s Bargain” by Malcolm Gladwell  
  - RI 10

- “The Secret to Raising Smart Kids” by Carol S. Dweck  
  - RI 10

Academic Vocabulary

Read each word with students and discuss its meaning.

- chivalry (paragraph 1) • code of conduct used by medieval knights
- avarice (paragraph 3) • greed
- amassed (paragraph 3) • collected
- mysticism (paragraph 3) • belief without clear evidence
- unfathomably (paragraph 4) • in a way that is nearly impossible to understand
This excerpt from *The American Language* is broken into three instructional segments.

**SEGMENTS**

SEGMENT 1 . . . . pp. 555–562
SEGMENT 2 . . . . pp. 563–569
SEGMENT 3 . . . . pp. 570–575

**OBJECTIVES**

- Support inferences with text evidence
- Determine central idea of the text
- Analyze how ideas and events interact

**Common Core Connection**

RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 2 determine two or more central ideas of a text/analyze their development/provide summary

**Options for Reading**

**Independent** Students read the text independently or with a partner and then answer questions posed by the teacher.

**Supported** Students read a segment and answer questions with teacher support.

**TEXT COMPLEXITY RUBRIC**

**Overall Text Complexity**

**from The American Language**

**INFORMATIONAL TEXT**

<table>
<thead>
<tr>
<th>Quantitative Measure</th>
<th>Qualitative Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexile</td>
<td>organization of main idea and details may be complex, but is clearly stated and generally sequential</td>
</tr>
<tr>
<td>Lexile</td>
<td>archaic, unfamiliar language</td>
</tr>
<tr>
<td>1480L</td>
<td>fairly complex theme</td>
</tr>
<tr>
<td></td>
<td>implied, but easy to infer</td>
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**SUMMARY**

Mencken explains the distinguishing characteristics of slang and explores the reasons and ways that slang words come into being. Through his examination of American slang, Mencken provides insights into social and political influences on language and celebrates the rich nature of American slang and its contributions to the American language.

**ABOUT THE AUTHOR**

An observer and recorder of American life during the early 1900s, H. L. Mencken wrote about culture, language, politics, music, and society in a wide variety of publications. Mencken is acknowledged as one of the most influential writers of the early twentieth century.

**Discuss Genre and Set Purpose**

**INFORMATIONAL TEXT** Guide students to discuss how the purpose of a scholarly informational text is to organize and analyze facts and research from several sources to provide insight into a topic.

**SET PURPOSE** Help students set a purpose for reading, such as to find out how slang words become part of our language.
Academic Vocabulary

Read each word with students and discuss its meaning.

- **colloquial** (p. 555) • informal, conversational language or writing
- **neologism** (p. 563) • new word or meaning
- **unintelligible** (p. 556) • impossible to understand
- **analogous** (p. 557) • equivalent, similar, or comparable
- **fecund** (p. 560) • highly imaginative; fertile; producing many ideas
- **euphemistic** (p. 560) • expressed in a less harsh or offensive way

**FIRST READ**

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

**pp. 555–556** • What does slang have in common with cant and argot? All three introduce specialized, nonstandard words into a language. What makes slang unique? Cant and argot are used by specialized populations and are difficult for others to understand. Slang is used by the general population; it often extends meaning, makes meaning clearer, or expresses a meaning in a more interesting way. 📘 RI 2

**pp. 557–558** • Describe two ways slang words come into being, and give an example of each. Existing words are put to new uses (rubberneck); new words are invented (blah, blurb, hoosegow). 📘 RI 2

**SECOND READ**

Analyze the Text

- On page 558, Mencken says that not all neologisms are slang. Ask: How do need and purpose distinguish slang from other neologisms? The purpose of many neologisms is to fill a new and specific need, such as naming or describing new developments in science or technology. Slang words are new, but they are not always needed. Instead, as Mencken says on p. 559, they are created for the delight of language making. 📘 RI 2

- Based on what you have read so far, do all slang words and expressions stay slang forever? What evidence from Mencken’s text supports your answer? Sample answer: Most slang does not stay slang forever. According to the definition on p. 555, slang is new language that is not accepted into standard speech. Mencken says on p. 557 that slang constantly moves into accepted speech. He explains that if a word is used enough, it will move into standard speech. He gives examples such as nice, carpetbagger, and mob. Alternatively, overuse can rob slang of its novelty, as in the example of strenuous, p. 558. We can also infer from examples such as moom-pitcher and twenty-three, skidoo that over time, many slang words and expressions that do not move into accepted speech eventually drop out of usage. 📘 RI 1

**RESPOND TO SEGMENT 1**

Classroom Collaboration

Have students work in groups to summarize what they have learned so far and to identify any questions they have before they move on.

**ENGLISH LANGUAGE LEARNERS**

Use Peer Supported Learning

Have students work in groups to identify examples of slang words that are still in use as well as the idioms Mencken cites, such as cave in, fly off the handle, and stick up. Have native English speakers use facial expressions and body language to enhance understanding as they act out sentences that provide context for English learners. Use these examples to help students get started.

- Abby was frightened when the man tried to stick her up.
- He tried to resist, but eventually he caved in.
- The slightest problem can make him fly off the handle.

Have less fluent English learners work with native English speakers to restate sentences in formal English. Have nearly fluent English learners create new sentences using the slang and idioms in context.
Domain Specific Vocabulary

vulgate (p. 567) • form of a language used by the common people in informal speech

proletariat (p. 565) • working class; common people

philologians (p. 570) • scholars who study words and language

Academic Vocabulary

banal (p. 564) • unoriginal and uninteresting

proletariat (p. 565) • working class; common people

audacious (p. 567) • bold and exciting

salient (p. 568) • notable; significant

FIRST READ Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 563–564 • Does Mencken believe there is a significant historical difference between slang and idiom? No. How do you know? Although Mencken cites a distinction made by George Philip Krapp, he says on p. 565 that this distinction is not valid. RI 1

pp. 564–565 • What do poets and inventors of slang have in common? They both try to make language more vivid and imaginative; they both try to provide new shades of meaning. What is the difference between poets and inventors of slang? Poets are bound by certain guidelines; inventors of slang have no constraints. RI 3

pp. 566–569 • How does Mencken feel about American slang? He feels it is superior to British slang because it uses more vivid imagery and is created in more interesting ways. RI 2

SECOND READ Analyze the Text

• Have students review pp. 564–566. Ask: What are the three potential outcomes for a new slang word or expression? It can become accepted as good usage; it can disappear from use; it can remain slang. RI 2

• Under what condition is slang most likely to move into accepted usage? when the new word or expression fills a need by providing a vivid and unique meaning that existing words do not precisely express RI 2

• Have students review p. 567. Then ask: Why would the movement west foster an explosion of slang? Sample answer: The people of the frontier would have encountered many new and unusual situations and things. Their experiences required a unique vocabulary. By using the term “tall talk,” Mencken implies that the same conditions that fostered bigger than life “tall tales” of the West were at work in shaping the bold, colorful language of the time. RI 3

Common Core Connection

RI 2 determine two or more central ideas of a text/analyze their development/provide summary; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective
READ & PRESENT

1. Have students work in groups to determine and summarize the central ideas Mencken expresses about the reasons slang is created and its value to the language.  
   [RI 2]

2. Students write a draft of an explanatory essay that summarizes Mencken’s central ideas and analyzes whether the development of his ideas is supported by examples from contemporary slang.  
   [W 2]

3. Students exchange essays and offer suggestions for revising and editing.  
   [W 5]

4. Students present their essays to the class.  
   [SL 4]

5. Students submit their essays to the teacher.  
   [W 4]

See Copying Masters, pp. 268-271.

STUDENT CHECKLIST

Writing

☑ Write an essay that analyzes whether Mencken’s ideas are supported by examples from contemporary slang.

☑ Cite specific text references and examples from contemporary slang.

☑ Conclude with a clear restatement of position.

Speaking & Listening

☑ Participate in a collaborative discussion.

☑ Present information clearly.

☑ Demonstrate a command of formal English.

FIRST READ Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 570–572 • What has been the general attitude among scholars toward American slang? Philologists have mostly ignored, dismissed, or tried to discredit American slang.  
   [RI 2]

pp. 573–575 • Does Mencken find the impact of borrowing on American slang to be significant? No. How do you know? On p. 573, Mencken says that the borrowing did not go very far. He gives some examples of borrowing during World War I, but most of the examples of military slang he provides show original American creations.  
   [RI 1]

SECOND READ Analyze the Text

• How does Mencken feel about American slang as a subject of study? He feels it is an important area of study that has not been properly addressed. What evidence from the text supports your answer? He explicitly says on p. 570 that American slang has gotten little serious study. He employs a dismissive tone on p. 571 to describe critics of American slang, and he asserts that their disapproval is a reaction to American slang’s success.  
   [RI 1]

• What do the examples tracing the origins of military slang from World War I indicate about the difficulties of tracing the origins of slang in general? Sample answer: The absence of documentation makes it difficult to prove the origin of a word or phrase.  
   [RI 2]

Independent/Self-Selected Reading

If students have already demonstrated comprehension of this excerpt from *The American Language*, have them practice the skills using another text, such as:

• from *The American Language*, Chapter XI, Section 2 by H. L. Mencken

• *Adventures of a Verbivore* by Richard Lederer  
   [RI 10]

Academic Vocabulary

Read each word with students and discuss its meaning.

dudgeon (p. 571) • angry disapproval
puerile (p. 571) • silly and immature
compensatory (p. 573) • balancing; serving to offset or make even
OBJECTIVES

- Analyze text using text evidence
- Determine central ideas
- Determine the author’s purpose

Black Boy is broken into three instructional segments.

SEGMENTS

SEGMENT 1 . . . . . . . pp. 1–121
SEGMENT 2 . . . . . pp. 122–257
SEGMENT 3 . . . . . pp. 259–384

Options for Reading

Independent Students read the book and then answer questions posed by the teacher.

Supported Students read a segment with a partner and answer questions with teacher support.

Black Boy by Richard Wright

SUMMARY Abandoned by his father and raised by a single mother and various relatives, Wright’s childhood was marked by hunger and violence. As he grew older, experiences in school and a series of jobs brought him face to face with discrimination and racial hatred. Wright found solace and strength in books, and when he became a young adult he left the South to pursue his dream of becoming a writer.

ABOUT THE AUTHOR Richard Wright, an African-American writer, was born on a Mississippi plantation in 1908. He won several awards, including the prestigious Guggenheim Fellowship.

Discuss Genre and Set Purpose

AUTOBIOGRAPHY Guide students to discuss how the purpose of autobiography is to tell how experiences shaped the writer’s life.

SET PURPOSE Help students set a purpose for reading the autobiography, such as finding out how the author overcame his difficult childhood to become a famous writer.

TEXT COMPLEXITY RUBRIC

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th>Black Boy AUTOBIOGRAPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Measure</td>
<td>Lexile</td>
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<tr>
<td></td>
<td>910L</td>
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<table>
<thead>
<tr>
<th>Qualitative Measures</th>
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<tbody>
<tr>
<td>Text Structure</td>
</tr>
<tr>
<td>organization of main idea and details may be complex, but is clearly stated and generally sequential</td>
</tr>
<tr>
<td>Language Convenionality and Clarity</td>
</tr>
<tr>
<td>some academic words</td>
</tr>
<tr>
<td>Knowledge Demands</td>
</tr>
<tr>
<td>increased amount of cultural and literary knowledge useful</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
</tr>
<tr>
<td>implied, but easy to infer</td>
</tr>
</tbody>
</table>
First Read  
**Think Through the Text**
Have students use text evidence and draw inferences to answer questions.

**pp. 10–35**  
*What influence does Richard’s father have in his early life?*  
*He is distant and intimidating. When he abandons the family, they suffer extreme hunger and deprivation. On pp. 34–35, what statement shows how Wright feels when he sees his father twenty-five years later?*  
*Sample answer: “I forgave him and pitied him as my eyes looked past him to the unpainted wooden shack” (p. 34).*  

**pp. 85–121**  
*How does Richard’s life change after his mother’s stroke?*  
*He and his brother are separated. Richard and his mother move to Jackson to live with his grandmother and aunt.*

**p. 120**  
*While living with his grandmother, Richard “stumble[s] on a way to pass the time.” What is it?*  
*writing*

Second Read  
**Analyze the Text**

- **On page 58,** when Richard asks his mother why the guards on the chain gang are white and the convicts are black, she answers, “They’re harder on black people.”  
  *What other examples of this prejudice does he see around him?*  
  *Sample answer: He sees how whites and blacks are segregated—for example, that there are always separate lines in public places.*  

- **Review pp. 102–121 with students.** Ask:  
  *Why does Richard struggle at his grandmother’s home? She is deeply religious and tries to reform him. What does his behavior with her and Aunt Addie tell you about his character?*  
  *He is an individual and a rebel who will not be forced to act against his will or allow himself to be punished unjustly, even though there are painful consequences.*

- **Explain that sometimes an author pulls back and reflects on events from the point of view of an adult.** Guide students to review pages 100–101. Ask:  
  *What does this passage suggest about what might happen to Richard in the future? It suggests that these painful experiences will help him be an insightful writer.*
**Academic Vocabulary**

Read each word with students and discuss its meaning.
- **naïve** (p. 131) • showing lack of informed judgment
- **circumvent** (p. 203) • get around
- **chasm** (p. 234) • a deep split or gap in the earth
- **buoying** (p. 241) • keeping afloat
- **censor** (p. 256) • to suppress or delete what is considered objectionable

**FIRST READ**  
**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 168–169** • Why does Richard decide to go north?  
  **Sample answer:** On p. 168, Wright says he imagined the North as a place where everything was possible.  
  [RI 1]

- **pp. 174–178** • Why does Richard refuse to read the principal’s prepared speech at graduation? He wants to say his own speech. How do others respond to his decision? The principal threatens him with not graduating. His classmates and uncle think he is being foolish.  
  [RI 3]

- **pp. 244–248** • Richard is unable to check books out of the Memphis public library. Why? Blacks don’t have borrowing privileges at the library. How does he get books? A white man at his job lets him borrow his library card.  
  [RI 3]

**SECOND READ**  
**Analyze the Text**

- **Common Core Connection**
  - [RI 1] cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; [RI 3] analyze a set of ideas or sequence of events/explain how individuals, ideas, or events interact and develop; [RI 6] determine author’s point of view or purpose, analyzing how style/content contribute; [RI 10] read and comprehend literary nonfiction; [W 2] write informative/explanatory texts; [W 4] produce writing in which development, organization, and style are appropriate to task, purpose, and audience; [W 5] develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; [SL 4] present information, findings, and supporting evidence, conveying a clear/distinct perspective

- **Sample answer:** He hungers for the feelings and the breath of life that he has discovered in books.  
  [RI 1]

- Have students find a long passage of dialogue in the segment, and have them read it aloud. Ask: Why does the author use so much dialogue? How does it affect the tone of the passage? Sample answer: On pages 166–167, Richard is being interrogated about why he wrote a story that was published. The quick dialogue helps create a feeling of anxiety.  
  [RI 6]
WRITE & PRESENT

1. Have students work in small groups to determine Richard Wright’s purpose in writing Black Boy. ♦ RI 6
2. Students write a draft of an essay describing how Wright uses narration of life events to achieve his purpose. Encourage students to cite text evidence to defend their ideas. ♦ W 2
3. Students exchange essays and offer suggestions for revising and editing their essays. ♦ SL 4
4. Students present their essays to the class. ♦ W 5
5. Students submit their essays to the teacher. ♦ W 4


STUDENT CHECKLIST

Writing

✔ Write an essay describing how Wright uses dialogue to achieve his purpose.

✔ Cite text evidence

✔ Use correct language conventions.

Speaking & Listening

✔ Present information and supporting evidence.

✔ Convey a clear and distinct perspective.

✔ Demonstrate a command of formal English.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 316–318 • Why is Richard attracted to the Communist Party? On p. 317, he says that he was amazed to find that an organized search for the truth of the oppressed and the isolated existed. ♦ RI 1, RI 3


SECOND READ  Analyze the Text

• In what ways are Richard’s expectations of life in Chicago similar to and different from the reality of actually living there? Sample answer: At first, he is “depressed and dismayed” (p. 261). He is surprised not to see segregated public places as in the South, but he still encounters racism. ♦ RI 2

• Review pages 329–363. Ask: How is Richard’s experience with the Communist Party similar to his relationship with Granny? Sample answer: Like Granny, the members of the Communist Party disapprove of his love of reading and don’t take seriously his desire to write. They try to force him to conform to their rigid beliefs. How does Richard react to the pressure? As with Granny, he insists on being an individual, and he leaves the Party. ♦ RI 3

Independent/Self-Selected Reading

Have students reread Black Boy independently to practice analyzing the text on their own, or have them practice the skills using another book, such as:

• Dust Tracks on a Road by Zora Neal Hurston ♦ RI 10

• Invisible Man by Ralph Ellison ♦ RI 10
“Politics and the English Language”
by George Orwell

SUMMARY Orwell argues that many writers, particularly those who write about politics, hide the truth in vague, unclear language. Orwell suggests that while thought corrupts language, language can also corrupt thought. Orwell suggests six elementary rules that, if followed, will prevent the type of faults he discusses.

ABOUT THE AUTHOR George Orwell was born in 1903 in India, the son of a British colonial civil servant. He wrote several novels and works of nonfiction. His most famous novel, 1984, was set in an imaginary totalitarian future. Orwell’s legacy includes the word Orwellian, meaning “totalitarian in nature.”

Discuss Genre and Set Purpose

ESSAY Guide students in a discussion of the purpose of a critical essay—to evaluate something.

SET PURPOSE Help students set a purpose for reading, such as to decide if Orwell’s assessment of the English language holds true today.

Objectives

- Identify central ideas and supporting details
- Analyze text structure
- Analyze text using text evidence

TEXT COMPLEXITY RUBRIC

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th>“Politics and the English Language” INFORMATIONAL TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Measure</td>
<td>Lexile</td>
</tr>
<tr>
<td>Text Structure</td>
<td>some unfamiliar language, but mostly clear and direct sentence structures</td>
</tr>
<tr>
<td>Language Conventionality and Clarity</td>
<td>some unfamiliar or academic words</td>
</tr>
<tr>
<td>Knowledge Demands</td>
<td>no specialized knowledge required</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>easy to identify from context</td>
</tr>
</tbody>
</table>

Common Core Connection

RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 2 determine two or more central ideas of a text/analyze their development/provide summary; RI 3 analyze a set of ideas or sequence of events/explain how individuals, ideas, or events interact and develop; RI 4 determine the meaning of words and phrases, including figurative, connotative, and technical meanings/analyze how author uses and refines meaning; RI 6 determine author’s point of view or purpose, analyzing how style/content contribute
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **decadent** (p. 5) • marked by decay or decline
- **archaism** (p. 5) • an old-fashioned expression
- **slovenliness** (p. 5) • laziness, shabbiness
- **regeneration** (p. 6) • renewal or revival
- **symmetry** (p. 9) • balanced proportions

**FIRST READ**  
**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 5–9** • Orwell criticizes the use of bad or “dying” metaphors. Where does Orwell himself use a metaphor? **Sample answer:** Orwell uses a metaphor on p. 8, when he writes “the concrete melts into the abstract.” ▶RI 1, RI 4

**pp. 8–9** • What does Orwell say is the main use of “worn-out” or “dying” metaphors? **Sample answer:** They save people the trouble of inventing phrases for themselves. ▶RI 1, RI 2

**SECOND READ**  
**Analyze the Text**

- What is the purpose of the five sample passages at the beginning of the essay? **to give examples of the kind of bad writing Orwell is discussing** ▶RI 6
- What two faults do all of these examples share? **staleness of imagery and lack of precision** ▶RI 3
- Many people use big words and foreign words in order to sound educated. According to Orwell, what do such words do to a piece of writing? **How do you know?** On page 10, Orwell says that big pretentious words are used to “give an air of scientific impartiality to biased judgments,” and on p. 11 he says that foreign words result in “slovenliness and vagueness.” ▶RI 2

**Domain Specific Vocabulary**

- **egregious** (p. 6) • obvious; easily noticed
- **collocation** (p. 6) • the arrangement or conjoining of words
- **vocable** (p. 6) • a word composed of various sounds or letters without regard to its meaning

**ENGLISH LANGUAGE LEARNERS**

**Comprehensible Input**

To ensure that students understand all the words in the text, ask questions that can be answered using key words, such as: What is a metaphor? (a comparison)

**RESPOND TO SEGMENT 1**

**Classroom Collaboration**

Have small groups work together to create and present a summary, as well as raise questions that might be answered in the next segment.
Academic Vocabulary
Read each word with students and discuss its meaning.

- swindle (p. 13) • to take something by using lies or tricks
- humbug (p. 14) • language that is false and meant to deceive
- euphonious (p. 14) • having a pleasant sound
- debasement (p. 16) • lowering in status or quality

FIRST READ  Think Through the Text
Have students use text evidence and draw inferences to answer questions.

pp. 11–14 • According to Orwell, why do people use hackneyed imagery and prefabricated phrases? because it is easier \[\text{RI 2}\]

pp. 16–17 • What connections does the author make between politics and the English language? Orwell suggests that the misuse of English is a tool to reward, alter, and deform meanings for political ends. \[\text{RI 2}\]

p. 18 • What does Orwell say is the biggest enemy of clear language? insincerity \[\text{RI 1}\]

SECOND READ  Analyze the Text

- According to Orwell, how do politicians use the tactics that he outlines in his essay to manipulate voters? Orwell points out that most political language is used to defend things that are hard to defend, saying on p. 17 “in our time, political speech and writing are largely the defense of the indefensible.” \[\text{RI 2}\]

- What are the problems Orwell finds with using language this way? Sample answer: Such language is not only less coherent and direct but also an act of manipulation. Furthermore, Orwell says, it “anesthetizes a portion of one’s brain.” \[\text{RI 2}\]

- On page 18, Orwell compares Latin words to “soft snow.” What does he mean? Sample answer: When Orwell says that Latin words fall on facts like snow, he means that they cover up the facts like snow covers up what it falls on. \[\text{RI 4}\]

Common Core Connection
RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 2 determine two or more central ideas of a text/analyze their development/provide summary; RI 4 determine the meaning of words and phrases, including figurative, connotative, and technical meanings/analyze how author uses and refines meaning; RI 10 read and comprehend literary nonfiction; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective; SL 5 make strategic use of digital media in presentations
**WRITE & PRESENT**

1. Have small groups discuss Orwell’s ideas about the relationship between bad English and politics.  
   - RI 2

2. Students draft explanatory essays that summarize Orwell’s ideas about the relationship between bad English and politics.  
   - W 2

3. Students share their work with partners and offer suggestions for revising and editing. Students edit their writing based on these suggestions.  
   - W 5

4. Students present their writing to their classmates. Students should use digital media in their presentations.  
   - SL 4, SL 5

5. Students submit final essays to the teacher.  
   - W 4


**STUDENT CHECKLIST**

**Writing**

- Summarize Orwell’s ideas about the relationship between bad English and politics.

- Cite text evidence to support ideas.

- Use complete sentences and developed paragraphs to structure writing.

**Speaking & Listening**

- Read writing aloud with a clear, audible voice.

- Present ideas in a meaningful way.

- Make strategic use of digital media.

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**Academic Vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>obsolete</td>
<td>no longer in use</td>
</tr>
<tr>
<td>quietism</td>
<td>a state of passivity</td>
</tr>
<tr>
<td>orthodoxy</td>
<td>tradition</td>
</tr>
<tr>
<td>absurdities</td>
<td>things that are ridiculous and comically unreasonable</td>
</tr>
</tbody>
</table>

**FIRST READ  Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- According to Orwell, what are the four main questions a scrupulous writer should ask before starting to write? What am I trying to say? What words will express it? What image or idiom will make it clearer? Is this image fresh enough to have an effect?  
  - RI 1

- Which of Orwell’s six rules about the choice of words and phrases is the only one you should never break? Number 6: Orwell writes, “Break any of these rules sooner than say anything outright barbarous.”  
  - RI 1

**SECOND READ  Analyze the Text**

- Why does Orwell think having six rules of conduct is important? Because we need rules to rely on when instinct fails and because we are often “in doubt about the effect of a word or phrase”  
  - RI 2

- At the end of his essay, what does Orwell exhort readers to do? Sample answer: Orwell asks readers to “simplify your English” so that when people say something stupid it will be recognized even by them as stupid.  
  - RI 2

**Independent/Self-Selected Reading**

Have students reread “Politics and the English Language” independently to practice analyzing the text on their own, or have them practice the skills using another text, such as:

- *Animal Farm* by George Orwell
- *Unpopular Essays* by Bertrand Russell  
  - RI 10
OBJECTIVES

- Analyze author’s purpose and point of view
- Explain how ideas and events interact and develop
- Analyze text using text evidence

“Abraham Lincoln and the Self-Made Myth” is broken into three instructional segments.

SEGMENTS

SEGMENT 1 . . . . . pp. 120–128
SEGMENT 2 . . . . . pp. 128–154
SEGMENT 3 . . . . . pp. 154–173

Options for Reading

Independent Students read the book independently and then answer questions posed by the teacher.

Supported Pairs of students read each segment and then answer questions with teacher support.

“Abraham Lincoln and the Self-Made Myth”

by Richard Hofstadter

SUMMARY Hofstadter argues that Lincoln promoted his own image as a self-made man. Though willing to calibrate his speech and actions to achieve political success, once president, Lincoln felt the moral burden of war. Lincoln achieved the political success he had long worked for, but as president he lived with profound sorrow.

ABOUT THE AUTHOR Richard Hofstadter (1916–1970) was an influential historian who had both popular and academic success, winning two Pulitzer Prizes.

Discuss Genre and Set Purpose

HISTORICAL ESSAY Guide students to discuss how the purpose of an historical essay is to present the writer’s interpretation of people and events.

SET PURPOSE Help students set a purpose for reading, such as to understand why the author believes Lincoln’s myth was self-made.

TEXT COMPLEXITY RUBRIC

“Abraham Lincoln and the Self-Made Myth”

HISTORICAL ESSAY

Overall Text Complexity

Quantitative Measure

Lexile 1300L

Qualitative Measures

Text Structure somewhat complex social studies concepts

Language Conventionality and Clarity increased unfamiliar or academic words

Knowledge Demands extensive knowledge of history required

Purpose/Levels of Meaning implied, subtle, difficult to determine

Common Core Connection

RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 6 determine author’s point of view or purpose, analyzing how style/content contribute
Academic Vocabulary
Read each word with students and discuss its meaning.
- **vicarious** (p. 121) • experienced through another person
- **imposture** (p. 122) • pretending
- **transmuted** (p. 123) • changed in nature
- **inculcating** (p. 123) • instilling, impressing

**FIRST READ**  Think Through the Text
Have students use text evidence and draw inferences to answer questions.

**pp. 120–123** • *In what way did Lincoln exemplify the self-made ideal?* He came from a humble background but worked hard to achieve political success. *How did Lincoln promote his own image as a self-made man?* He often spoke of himself as a humble man without powerful family connections.  

**pp. 124–126** • *How does Hofstadter support the claim that Lincoln was, first and foremost, a politician?* The author describes Lincoln practicing making speeches as a youth. He lists the many elected positions that Lincoln held, and points out that Lincoln was elected to office before passing the bar to become a lawyer.

**pp. 126–128** • *How does Hofstadter present Lincoln’s career as a lawyer as compared to his career as a politician?* Hofstadter quotes from Lincoln’s friend and biographer, who believed that Lincoln was more concerned with his ambitions as a politician than in achieving greatness as a lawyer.

**SECOND READ**  Analyze the Text

- **What does the author mean by saying that Christian values are incompatible with the ideal of the self-made man?** Sample answer: Hofstadter claims that, because the ideal of the self-made man requires one to strive after worldly success, it contrasts with Christian values, which stress meekness and humility.

- **What point of view does the author take towards the young Lincoln?** Sample answer: He admires Lincoln’s hard work to succeed, but presents evidence that Lincoln was more interested in achieving his own political success than in leading change in society.

**Domain Specific Vocabulary**
- **Whig** (p. 126) • a political party of the mid-nineteenth century, which stood in opposition to Andrew Jackson’s Democrats
- **Missouri Compromise** (p. 127) • an agreement between pro-slavery and anti-slavery factions made in 1820 that restricted slavery in the former Louisiana Territories to areas south of latitude 36°30', aside from Missouri, where slavery was allowed.

**ELL**  ENGLISH LANGUAGE LEARNERS
Use Peer Supported Learning
Guide pairs of students to generate adjectives that could describe Lincoln. Then have students orally complete sentence frames such as the following.

*As a young man, Abraham Lincoln was ______ ambitious yet ______ humble.*

**RESPOND TO SEGMENT 1**  Classroom Collaboration
Have small groups create and present a summary of what they have learned in this segment. Encourage them to address any questions they have before they move on.

“Abraham Lincoln and the Self-Made Myth” • 169
**Domain Specific Vocabulary**

**Affluent** (p. 128) • wealthy

**Stagnation** (p. 129) • lack of progression or growth

**Sanction** (p. 133) • authorization

**Antithesis** (p. 154) • direct opposite

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**Academic Vocabulary**

Read each word with students and discuss its meaning.

**Affluent** (p. 128) • wealthy

**Stagnation** (p. 129) • lack of progression or growth

**Sanction** (p. 133) • authorization

**Antithesis** (p. 154) • direct opposite

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**FIRST READ**  
**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 128–129** • How does Hofstadter show that Lincoln’s early success was not entirely “self-made”? Lincoln was helped by a number of influential and wealthy friends and married into a family that held great political power in Illinois.  

**pp. 128–138** • According to Hofstadter, what were Lincoln’s main economic ideas? Lincoln believed that government should make it possible for individuals who work hard to achieve success.

**pp. 138–154** • During the 1850s, how did Lincoln’s ideas about slavery differ from those of abolitionists? Unlike abolitionists, Lincoln did not propose to end slavery, but he did oppose its extension.

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**SECOND READ**  
**Analyze the Text**

- **What is Hofstadter’s purpose in writing about Lincoln’s economic ideas?** Sample answer: The author seeks to persuade the reader that Lincoln had ideas typical of an ambitious man of his time, place, and party. He was most concerned with an individual’s opportunity to achieve success regardless of background.

- **During the 1850s, how did Lincoln successfully appeal to both abolitionists and those who were afraid of or disliked African Americans?** Sample answer: He argued that slavery was wrong, but that Negroes should not have equality with white workers. How did Lincoln argue that extending slavery could hurt the white worker? Lincoln warned that, if Southern Democrats extended slavery, all working people might be made slaves.

- **How would you describe Hofstadter’s point of view towards Lincoln?** Sample answer: Hofstadter seems to admire Lincoln’s ability to lead a diverse group but does not admire Lincoln’s attitudes toward African Americans.
**WRITE & PRESENT**

1. Have small groups of students ask and answer questions about the author’s purpose and point of view in the essay.  
   - **RI 6**

2. Students draft explanatory essays in which they analyze how Hofstadter’s style contributes to the powerful contrast he draws between the younger, ambitious Lincoln and the sober, more reflective man of the presidential years. Encourage students to cite text evidence to support their ideas.  
   - **RI 5**

3. Students exchange essays and offer suggestions for revising and editing their essays.  
   - **SL 4**

4. Students present their essays to the class.  
   - **W 4**

5. Students submit their final drafts to the teacher.  
   - **SL 4**


**STUDENT CHECKLIST**

**Writing**

- Analyze how the author’s style contributes to his work.  

- Develop the essay with relevant text evidence.  

- Use correct language conventions.

**Speaking & Listening**

- Present information and supporting evidence.  

- Convey a clear and distinct perspective.

- Demonstrate a command of formal English.

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**FIRST READ Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 154–162**  
- **Why was it important to Lincoln that the North not fire the first shot in a Civil War?** Lincoln knew that most Northerners would not support a first strike against the South. How did Lincoln get the Confederacy to fire the first shot in the Civil War? Lincoln wrote that he would send provisions to Union soldiers at Fort Sumter. Southern leaders did not want Union forces to stay, and so attacked the fort.  
   - **RI 3**

**pp. 162–168**  
- **What practical reason did the North have for wanting to end slavery?** The Southern economy depended on slave labor. What practical reason did Lincoln have for hesitating to end slavery? He was afraid that the four border states would join in rebelling against the Union.  
   - **RI 3**

**pp. 168–173**  
- **Why did Lincoln pass the Emancipation Proclamation?** He believed it was necessary to win the war.  
   - **RI 3**

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**SECOND READ Analyze the Text**

- **What is Hofstadter’s purpose in writing the essay?** Sample answer: He is trying to persuade readers that Lincoln was an opportunistic, pragmatic man who, nonetheless, achieved a tragic greatness in leading the country during war.  
  - **RI 6**

- **How does Hofstadter’s style contribute to the contrast he draws between the younger, ambitious Lincoln and the more reflective man of the presidential years?** Sample answer: Hofstadter’s style becomes more emphatic. For example, on p. 155 he italicizes one whole sentence, and uses italics and repetition to reinforce his meaning when he discusses the government forts in the South.  
  - **RI 6**

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**Independent/Self-Selected Reading**

If students have already demonstrated comprehension of “Abraham Lincoln and the Self-Made Myth,” have them practice the skills using another work such as:

- *The Age of Reform* by Richard Hofstadter  
  - **RI 10**

- *Team of Rivals* by Doris Kearns Goodwin  
  - **RI 10**
SUMMARY  Amy Tan begins by comparing the English she uses in speeches with the language she uses with her family. She also talks about her mother’s “broken” English and how it affected Tan growing up. She ends the essay by discussing possible reasons why Asian Americans succeed more often in math and science than in English.

ABOUT THE AUTHOR  Amy Tan was born in 1952 in California, where she grew up. After her father and brother died, her family moved to Europe. After high school, Tan returned to the United States. Her best-selling first novel, *The Joy Luck Club*, won several awards and was made into a movie. Besides writing, Tan has also played in a rock band with other famous writers.

Discuss Genre and Set Purpose

INFORMATIONAL TEXT  Have students skim the text to look for central ideas. Remind students that central ideas are the most important points the author wants to make.

SET PURPOSE  Help students set a purpose for reading, such as to learn how people from different cultures use English.

TEXT COMPLEXITY RUBRIC

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th>“Mother Tongue” INFORMATIONAL TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative Measure</strong></td>
<td>ACCESSIBLE</td>
</tr>
<tr>
<td>Lexile</td>
<td>1100L</td>
</tr>
<tr>
<td><strong>Qualitative Measures</strong></td>
<td></td>
</tr>
<tr>
<td>Text Structure</td>
<td>organization of main ideas and details is complex but clearly stated</td>
</tr>
<tr>
<td>Language Conventionality and Clarity</td>
<td>contemporary, familiar language</td>
</tr>
<tr>
<td>Knowledge Demands</td>
<td>everyday knowledge required</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>single, explicitly stated meaning</td>
</tr>
</tbody>
</table>
FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 271–272 • What made Tan keenly aware of the different kinds of English in her life? While giving a speech using proper English, Tan realized that her mother, who was listening, would wonder why she was speaking in such a different way than normal.  ■ RI 1

pp. 272–273 • How would you describe the way Tan and her mother speak to each other? Sample answer: They use incomplete sentences, change up the word order, sometimes use incorrect verb tenses, leave some words out, and create new, colorful word combinations. ■ RI 1

p. 273 • What evidence does Tan give that shows her mother understands proper English? She reads complex financial magazines and fiction books and regularly converses with her stockbroker. ■ RI 1

SECOND READ  Analyze the Text

• Why doesn’t Tan consider herself an expert in the English language? She hasn’t studied it extensively, like other people on the panel may have. What unique perspective did Tan bring to the panel? Because of her background as a fiction writer, Tan loves the English language. Additionally, she understands how English is used in two different cultures. ■ RI 3

• How is Tan’s version of the gangster story different from her mother’s version? Sample answer: Tan tells the story in simple language. Her mother’s version is much more colorful, full of details, and also full of incorrect sentence constructions and grammar usage. ■ RI 4

• What is the central idea of this section? Tan realizes she uses two different forms of English. What examples from the text support this? Tan compares the language she uses in public with the language she speaks to her mother and husband. She also highlights how her mother tells a story versus how she tells it. ■ RI 2
**SEGMENT 2** pp. 274–276

**Domain Specific Vocabulary**
- stockbroker (p. 274) • agent who buys and sells stocks
- portfolio (p. 274) • collection of stock investments
- CAT scan (p. 275) • cross-sectional scan of the body

**Academic Vocabulary**
- empirical (p. 274) • based on experience
- guise (p. 274) • deceiving appearance
- diagnosis (p. 275) • detection of an illness

**FIRST READ** Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 274 • What words does Tan use to describe her mother’s English? broken and fractured Is Tan happy with these words? Explain. She doesn’t like either term, because it makes her mother’s English sound as though it needs to be fixed or is lacking in some way.  

pp. 274–276 • How does Tan’s mother try to compensate for her limited English? She has Amy call and pretend to be her. How does this scheme work out? Often the daughter, who speaks proper English, is able to get better results than the mother.

p. 276 • What effect did the English spoken by her mother have on Amy Tan? Her mother’s English “almost” limited possibilities in Tan’s life, because English was Tan’s poorest subject and teachers tried to steer her into math and science.

**SECOND READ** Analyze the Text

- How did the imperfect English spoken by her mother affect Tan’s view of her mother? She thought that her mother’s “broken” English meant that her ideas were imperfect. Was Tan’s view correct or incorrect? Explain. Her view was wrong; there was nothing wrong with her mother’s thoughts and ideas.

- Why was Tan embarrassed when she and her mother talked to the stockbroker’s boss in person? When Tan pretended to be her mother on the phone, she used proper English, but in front of the stockbroker, her mother had to speak for herself—using her “broken” English.

- What kinds of answers appealed to Tan on fill-in-the-blank English tests? exciting and colorful answers How were Tan’s answers different from what was expected on the tests? Tan was relating to the questions in an emotional, poetical way, but the exams were testing logic and reasoning skills. What did her SAT and IQ scores reflect about her? How accurate were they in describing her true nature? Her high math and science scores made her appear very analytical and not as emotional or creative. In reality, it was her creativity that contributed to her lower English scores.
WRITE & PRESENT

1. Have small groups identify and discuss the “different Englishes” that Tan discusses in her essay.  
2. Students write a draft of an explanatory essay that describes the “different Englishes” that Tan discusses. Have students use information from their small groups, and encourage them to cite specific text evidence.  
3. Students exchange essays and offer suggestions for revising and editing.  
4. Students present their essays to the class.  
5. Students submit their final essays to the teacher.

STUDENT CHECKLIST

Writing
✔ Identify and describe Tan’s “different Englishes.”
✔ Cite text evidence.
✔ Use correct language conventions.

Speaking & Listening
✔ Present information and supporting evidence.
✔ Convey a clear and distinct perspective.
✔ Demonstrate a command of formal English.

FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 277 • Why does Tan say she had such difficulty with English tests? Both she and her mother see language as subjective rather than analytical.  RI 1

p. 278 • Why did Amy Tan decide to major in English even though her boss told her that writing was her worst skill? She is rebellious and likes to disprove others’ assumptions.  RI 1

pp. 278–279 • How did Tan change her aim in writing from trying to prove herself to reflecting real life? She imagined a reader, her mother, as she wrote. What result did this change have? She created good, easy-to-read literature, as evidenced by her mother’s approval of it.  RI 1

SECOND READ

Analyze the Text

• Why does Tan think that so few Asian Americans pursue careers in literature? She thinks that because Asian Americans do better on standardized math tests, teachers and professors encourage them to major in subjects such as math and science. Based on Tan’s history, are the teachers and professors justified in doing this? Why? No; since Tan became a successful writer, it stands to reason that other Asian Americans can, too.  RI 3

• What point is the author trying to convey in this essay? Sample answer: People need to be aware of the different kinds of English they speak, and they should feel free to use those different forms.  RI 2

Independent/Self-Selected Reading

Have students reread “Mother Tongue” independently to practice analyzing the text on their own, or have them practice the skills using another essay from:

• The Opposite of Fate: Memories of a Writing Life by Amy Tan  RI 10
• The Faith of a Writer: Life, Craft, Art by Joyce Carol Oates

Academic Vocabulary

Read each word with students and discuss its meaning.

precedes (p. 277) • comes before
associative (p. 277) • related to the action of associating things or ideas
quandary (p. 278) • predicament; dilemma
nascent (p. 278) • just beginning
essence (p. 279) • the true nature of something

“Take the Tortillas Out of Your Poetry”
by Rudolfo Anaya

SUMMARY Anaya describes the pressures on writers to eliminate cultural language and references from their writing. He highlights both the benefits of diversity and the drawbacks of censorship for individuals and for society as a whole. Finally, he concludes that censorship is antithetical to the idea of what it means to be American.

ABOUT THE AUTHOR Rudolfo Anaya, born in 1937, grew up in New Mexico. At home, his family spoke only Spanish. The stories, language, and traditions of his heritage shine through in all of his work. Anaya has won many literary awards, including the NEA National Medal of Arts.

Discuss Genre and Set Purpose

ESSAY Guide students to discuss that the purpose of an essay is to communicate a central idea.

SET PURPOSE Help students set a purpose for reading the text, such as to figure out the meaning of the title and how it relates to Anaya’s central idea.

Options for Reading

Independent Students read the informational text independently and then answer questions posed by the teacher.

Supported Students read a segment with a partner and then answer questions with teacher support.

TEXT COMPLEXITY RUBRIC

“Take the Tortillas Out of Your Poetry”
INFORMATIONAL TEXT

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th>“Take the Tortillas Out of Your Poetry”</th>
</tr>
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<tbody>
<tr>
<td>Quantitative Measure</td>
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</tr>
<tr>
<td></td>
<td>some unfamiliar or academic words</td>
</tr>
<tr>
<td></td>
<td>Knowledge Demands</td>
</tr>
<tr>
<td></td>
<td>some references to other texts</td>
</tr>
<tr>
<td></td>
<td>Purpose/Levels of Meaning</td>
</tr>
<tr>
<td></td>
<td>explicitly stated</td>
</tr>
</tbody>
</table>

Common Core Connection

RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 4 determine the meaning of words and phrases, including figurative, connotative, and technical meanings/analyze how author uses and refines meaning; RI 6 determine author’s point of view or purpose, analyzing how style/content contribute
Academic Vocabulary

Read each word with students and discuss its meaning.

censored (p. 387) • affected by having words, ideas, or images changed or banned from publication or distribution because of material considered offensive
catechism (p. 387) • set of questions and answers used to teach basic principles, usually associated with religion
liberation (p. 388) • the state of having been set free
accessible (p. 388) • easily available
insidious (p. 388) • destructive in a way that is gradual and not easily apparent
deduced (p. 389) • figured out using the available information

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 387–388 • How does Anaya feel about books and stories? He feels deep respect for them; he believes they provide something critically important to people. How do you know? Sample answer: He uses an anecdote about Salman Rushdie’s family treating books as sacred objects to illustrate the reverence he feels. On page 388, Anaya directly states that he feels reading is a path to liberation and fulfillment.  

pp. 388–389 • What problem does Anaya identify related to reading? censorship What kind of censorship does Anaya describe on pages 388–389? Anaya describes the problems faced by writers who use Spanish as well as English in their work when they apply for fellowships. Nobody states that their use of Spanish is the reason they do not receive fellowships, but the writers begin censoring themselves.  

SECOND READ  Analyze the Text

• How does Anaya use figurative language to develop his ideas about the role of books and reading? Anaya uses metaphors of food and nourishment to communicate the vital importance of books and reading. On p. 387, he describes the belief in Rushdie’s family that bread and books were different kinds of food. On p. 388 he describes the library by saying that it contained food for his soul.  

• Guide students to reread Anaya’s reaction on p. 389 to his friend’s decision to submit only his poems written in English. How does this account explain the meaning of the metaphor in the title? Sample answer: The “tortillas” in the poetry are the cultural aspects of the poet’s work. When Anaya’s friend self-censors to eliminate his language and culture from his work, he is diminishing the richness and meaning of his poetry.  

Domain Specific Vocabulary

cuentos (p. 388) • stories
Chicano (p. 388) • an American male of Mexican descent
fellowships (p. 388) • positions in which people are paid to pursue research or creative projects
patois (p. 389) • dialect

ELL  ENGLISH LANGUAGE LEARNERS

Use Comprehensible Input

Tell students that Anaya begins his essay first by telling how famous author Salman Rushdie feels about books. Then he tells how he felt about books as a child. Explain that Anaya includes these stories so that the reader will understand how important books and reading are.

RESPOND TO SEGMENT 1  Classroom Collaboration

Have small groups respond to this segment after they have completed it. Have them summarize what they’ve read and clear up any questions before they move on.
**Domain Specific Vocabulary**

status quo (p. 390) • usual state of affairs

**ELL ENGLISH LANGUAGE LEARNERS**

Use Comprehensible Input
Guide English learners to understand the multiple meanings of words. For example, students may recognize the words employs (p. 390) and contest (p. 390) but need help understanding the meanings of the words as they are used in this section.

**RESPOND TO SEGMENT 2 Classroom Collaboration**

Have small groups work together to summarize the second section of the story.

**Academic Vocabulary**

Read each word with students and discuss its meaning.

commission (p. 390) • act of committing or doing

omission (p. 390) • act of leaving out or not doing

arbiters (p. 390) • people who decide or influence

profanity (p. 392) • cursing or swearing

**FIRST READ Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

pp. 390–392 • On page 390, Anaya asks where censorship begins. What are three examples from his own experience that he uses to answer the question? On p. 390, Anaya recalls being told he could not speak Spanish at school. On pp. 391–392, Anaya describes being asked for a story for a reader but told it could have no religion, no mysticism, and no Spanish. Finally, on p. 392, he tells about the banning and burning of his novel.  

p. 392 • What was the reason given for the banning and burning of Anaya’s novel? It contained profanity. Why does Anaya reject this reason as an excuse? Anaya states that his novel is a reflection of the community in which he grew up, and that the profanity is not the point of the novel.

**SECOND READ Analyze the Text**

• Call students’ attention to the words on p. 391, “Free at last!” Guide students to recognize that this is an allusion to Martin Luther King Jr.’s 1963 “I Have a Dream” speech during the civil rights movement. Ask: How does this reference add power and meaning to Anaya’s argument? Sample answer: By using an allusion to the civil rights movement, Anaya links the direct and indirect censorship of culture and language to a historical injustice that people readily understand and identify with.

• Recall with students Anaya’s characterization of censorship as fear clothed in the guise of misguided righteousness. Ask: How does this characterization apply to the burning of Anaya’s novel? Sample answer: Those who burned the novel claimed that their reason for doing so—keeping students from reading profanity—was righteous, but Anaya believes that they were really afraid of cultural diversity.

**RI 1**

**RI 2** determine two or more central ideas of a text/analyze their development/provide summary; **RI 4** determine the meaning of words and phrases, including figurative, connotative, and technical meanings/analyze how author uses and refines meaning; **RI 6** determine author’s point of view or purpose, analyzing how style/content contribute; **W 2** write informative/explanatory texts; **W 4** produce writing in which development, organization, and style are appropriate to task, purpose, and audience; **W 5** develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; **SL 4** present information, findings, and supporting evidence, conveying a clear/distinct perspective.

**Common Core Connection**

RI 2 determine two or more central ideas of a text/analyze their development/provide summary; RI 4 determine the meaning of words and phrases, including figurative, connotative, and technical meanings/analyze how author uses and refines meaning; RI 6 determine author’s point of view or purpose, analyzing how style/content contribute; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective.
WRITE & PRESENT

1. Have students work in small groups to discuss how Anaya’s point of view is influenced by his background and experience. Guide groups to identify examples of times the author uses his experience to support his arguments.  

2. Students draft an explanatory essay in which they analyze how Anaya’s background and experience inform his point of view.

3. Students exchange essays and offer suggestions for revising and editing their essays.

4. Students present their essays to the class.

5. Students submit their essays to the teacher.


STUDENT CHECKLIST

Writing

✔ Write an essay analyzing how Rudolfo Anaya’s background and experience inform his point of view in “Take the Tortillas Out of Your Poetry.”

✔ Cite evidence from the text.

✔ Use correct language conventions.

Speaking & Listening

✔ Present information and supporting evidence.

✔ Convey a clear and distinct perspective.

✔ Demonstrate a command of formal English.

FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 393 • According to Anaya, why do censors fear a multicultural view of the U.S.? If the U.S. were truly multicultural, the majority would have to share its power, and those who favor censorship do not want to give up control.

pp. 394–395 • What metaphor does Anaya return to on p. 394? Anaya returns to the metaphor of books and ideas as nourishment and food. How does he expand on the metaphor? He says that just as people like to sample different kinds of ethnic food, they might enjoy sampling literature from different cultures.

SECOND READ

Analyze the Text

• What benefit of cultural diversity does Anaya use to strengthen his argument? Sample answer: He points out that the more each person learns about cultures and experiences that are different from his or her own, the more a person understands him or herself.

• Discuss with students the central idea of Anaya’s argument. Guide students to reread pp. 393–395. Ask: Which statements capture the essence of Anaya’s argument? Sample answer: On p. 394, Anaya says that censorship is un-American, and on p. 395, he states that censorship restricts an individual’s right to knowledge and cannot be justified by anyone.

Independent/Self-Selected Reading

Have students reread “Take the Tortillas Out of Your Poetry” independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

• “Requiem for a Low Rider” by Rudolfo Anaya

• “I Have a Dream” by Martin Luther King Jr.
from *Democracy in America*  
by Alexis de Tocqueville

**SUMMARY** *Democracy in America* is a sweeping view of the United States in the 1830s. Volume 1 summarizes the history of the United States. It also discusses the country’s political culture and its religious and social conventions.

**ABOUT THE AUTHOR** Alexis de Tocqueville was born in 1805 to an aristocratic family in France. His parents narrowly avoided the guillotines of the French Revolution. Tocqueville studied law and became a member of parliament. In 1831, the French government sent Tocqueville to the United States to study its prisons. This trip served as the basis for *Democracy in America*.

**Discuss Genre and Set Purpose**

**INFORMATIONAL TEXT** Guide students to discuss how the purpose of informational text is to provide facts about a subject.

**SET PURPOSE** Help students set a purpose for reading the text, such as understanding the foundations of democracy in America.

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**Common Core Connection**

RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 2 determine two or more central ideas of a text; RI 3 analyze a set of ideas or sequence of events/explain how individuals, ideas, or events interact and develop; RI 4 analyze/evaluate effectiveness of the structure author uses.
Academic Vocabulary

Read each word with students and discuss its meaning.

- servility (p. 13) • submissiveness
- analogous (p. 29) • comparable in certain respects
- amalgamated (p. 67) • blended or combined
- enervate (p. 97) • to deprive of strength
- exigencies (p. 128) • the demands of a situation

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 3–17 • What aspect of American society does Tocqueville believe is fundamental to democracy? equality of social conditions
What events in France’s history created similar social conditions? expansion of the clergy (p. 12), more civil laws (p. 12), increased land ownership (p. 13), invention of firearms and the printing press (p. 14)  RI 1, RI 3

pp. 18–64 • What conditions does Tocqueville say have contributed to equality in America? Sample answers: common language (p. 30), land that cannot support both master and farmer (p. 31), educated settlers (p. 34), organization of townships (p. 43), inheritance laws (p. 53)  RI 1, RI 3

pp. 65–197 • According to Tocqueville, what are the advantages of government at the local and federal level? Power is decentralized and held in check. Laws that affect the citizens’ daily lives are made and enforced by local agencies. Federal power is divided among three branches, each with the ability to restrain the power of the other two.  RI 1, RI 3

SECOND READ  Analyze the Text

- Discuss the book’s structure. Ask: Why does Tocqueville start with a summary of France’s history? Sample answer: He wants to compare and contrast France’s and America’s experiences with democracy. Why does Tocqueville discuss geography, history, and social conditions before describing the mechanisms of American government? Sample answer: He is developing a cause-effect pattern: geography affects history, history affects social conditions, and social conditions affect government. RI 5

- What are the central ideas of this segment? Sample answers: Democracy is based upon the sovereignty of the people. Democracy is the end result of history. Democracy is complicated. RI 2

Domain Specific Vocabulary

- sovereignty (p. 30) • having supreme, independent authority
- legislative (p. 40) • part of the government that makes the laws
- judicial (p. 76) • part of the government that interprets the laws

ELI  ENGLISH LANGUAGE LEARNERS

Use Visuals

Have students create a diagram with labels in their native languages showing the federal government’s executive, legislative, and judicial branches. Then have students translate the diagram into English. Finally, have students discuss how the government influences their lives.

RESPOND TO SEGMENT 1  Classroom Collaboration

Have small groups work together to summarize the text so far. Have them ask questions about what they don’t understand.
**Domain Specific Vocabulary**

- **executive** (p. 198) • part of the government that administers the laws
- **suffrage** (p. 210) • the right to vote

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**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **incessant** (p. 199) • continuing without interruption
- **epoch** (p. 201) • a period of time marked by distinctive features
- **ostensibly** (p. 201) • apparently, but perhaps not actually
- **extemporaneous** (p. 220) • done without advance preparation
- **magistrate** (p. 235) • a minor judge or civil officer

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**EL! ENGLISH LANGUAGE LEARNERS**

*Use Comprehensible Input*

List the following topics: voting, jury duty, political parties, the press, etc. Help students translate these terms and explain what they mean.

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**Respone to Segment 2</strong>**

**Classroom Collaboration**

Have small groups work together to summarize the second segment of the text. Have them ask questions about what they don’t understand.
WRITE & PRESENT

1. Students work in small groups to brainstorm two or more features of American democracy that either form its foundation or make it unique. (Examples: freedom of the press, the jury system, separation of church and state, etc.)  [RI 3]

2. Students write a draft of an explanatory essay about one of these features, explaining why it is important to democracy. Encourage them to cite text evidence.  [W 2]

3. Students exchange essays and offer suggestions for revising and editing.  [W 5]

4. Students present their essays to the class.  [SL 4]

5. Students submit their essays to the teacher.  [W 4]


STUDENT CHECKLIST

Writing

✔ Explain the feature’s importance to democracy.

✔ Cite text evidence.

✔ Provide a logical conclusion.

Speaking & Listening

✔ Present information and supporting evidence.

✔ Convey a clear and distinct perspective.

✔ Demonstrate a command of formal English.

FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 334–383 • What are some factors that contribute to the survival of American democracy? Sample answers: the absence of powerful neighbors, the absence of a single dominant city, and land for expansion. What laws support the democracy’s survival? federal constitutions, municipal institutions, and judicial power  [RI 1, RI 3]

pp. 384–504 • What prediction does Tocqueville make about the Union and democracy? He predicts that the Union may be endangered but that the republican form of government will persist (p. 483).  [RI 1, RI 2]

SECOND READ

Analyze the Text

• Have students reread the first paragraph on p. 362. Ask: What is the central idea of this paragraph? The separation of church and state protects the church as much as it protects the state. What is the author’s purpose for discussing religion and politics? Sample answer: Tocqueville was thinking of the role of religion in the French Revolution.  [RI 2, RI 6]

• Guide students to the first paragraph of p. 502. Ask: What was the basis of Tocqueville’s prediction that the Anglo-Americans would cover the entire North American region? the decreasing Native American population, the abundant resources, the absence of powerful neighbors, the industry and expansion of settlers  [RI 3]

Independent/Self-Selected Reading

Have students reread this excerpt from Democracy in America independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

• On Liberty by John Stuart Mill

• The Federalist Papers by various authors

Academic Vocabulary

Read each word with students and discuss its meaning.

aborigines (p. 339) • the earliest known original inhabitants

destitute (p. 367) • lacking food, clothing, and shelter

emancipated (p. 382) • freed from slavery

dismemberment (p. 444) • division into parts

nullification (p. 466) • the refusal of a state to enforce a federal law
Declaration of Sentiments
by the Seneca Falls Conference

SUMMARY Women, as well as men, are entitled to equal rights. Historically, men have not granted women the rights to own property, to vote, to be active in society, to be an equal partner in marriage, and to exercise their natural rights in many other areas. The signers of the declaration pledge to fight these unfair conditions and work for equal civil rights for American women.

ABOUT THE AUTHOR The Seneca Falls Conference—held in July 1848—was the first women’s rights convention in the United States. Elizabeth Cady Stanton wrote the Declaration of Sentiments, which was signed by sixty-eight women and thirty-two men at the end of the conference.

Discuss Genre and Set Purpose

HISTORICAL DOCUMENT Guide students to discuss the purpose of this document. Have students briefly examine it to decide whether the document was written to inform, to persuade, or both.

SET PURPOSE Help students determine a purpose for reading, such as to understand the document’s central ideas and how it advocates for women’s rights.

TEXT COMPLEXITY RUBRIC

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th>Declaration of Sentiments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative Measure</strong></td>
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<td><strong>Qualitative Measures</strong></td>
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</tr>
<tr>
<td>Language Conventionality and Clarity</td>
<td>figurative, less accessible language</td>
</tr>
<tr>
<td>Knowledge Demands</td>
<td>specialized knowledge required</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>implied, but easy to infer</td>
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</table>

Common Core Connection

RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 2 determine two or more central ideas of a text/analyze their development/provide summary; RI 8 delineate/evaluate reasoning in seminal U.S. texts; RI 9 analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical/literary significance; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective; RH 2 Determine the central ideas or information of a primary or secondary source and provide an accurate summary.
WRITE & PRESENT

1. Have pairs or small groups refer to the text to determine the central ideas found in the Declaration of Sentiments. Then have students compare its purpose, reasoning, and form to those of the Declaration of Independence. RH 2

2. Students draft explanatory essays in which they determine the central ideas found in the Declaration of Sentiments and note the parallels between it and the Declaration of Independence. Students should provide a summary that makes clear the relationship among the key details and ideas of each text and between the texts. W 2

3. Have students within each pair or group share their drafts with each other and edit their writing. W 5

4. Have students present their essays to the class using graphic organizers to compare the two texts. SL 4

5. Individual students submit in their final drafts to the teacher. W 4

See Copying Masters, pp. 268-271.

STUDENT CHECKLIST

Writing

✔ Write a summary that makes clear the relationship between central ideas in the two texts.

✔ Cite text evidence.

✔ Use transitions to make connections.

Speaking & Listening

✔ Present information clearly.

✔ Integrate multiple sources of information in diverse formats.

✔ Convey a clear point of view.
“What to the Slave Is the Fourth of July?”
by Frederick Douglass

SUMMARY  Frederick Douglass argues that he cannot celebrate America's independence as long as slaves are denied basic freedoms.

ABOUT THE AUTHOR  Frederick Douglass was born into slavery in Maryland in 1818. He escaped to Massachusetts and published his autobiography and the antislavery newspaper the North Star. Douglass fought for the rights of both African Americans and women until his death in 1895.

Discuss Genre and Set Purpose

INFORMATIONAL TEXT  Guide students to discuss how the purpose of a speech is often to give information and persuade listeners. Ask students to explain what clues the title gives to the speech’s purpose.

SET PURPOSE  Help students set a purpose for reading the speech, such as understanding how Frederick Douglass uses ideas connected to the Fourth of July to express his opposition to American slavery.
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **exordium** (p. 109) • beginning of or introduction to an essay or speech
- **redress** (p. 111) • correction or revenge for a wrong
- **remonstrated** (p. 111) • argued and pleaded against something
- **unexceptionable** (p. 111) • perfect; not subject to criticism
- **appellation** (p. 112) • name
- **vociferations** (p. 112) • loud cries or shouts

**FIRST READ**  **Think Through the Text**

Have students use text evidence and draw inferences to answer the following questions.

**pp. 109–111**  
Why does Frederick Douglass say he is uncomfortable giving this speech? He has overcome many difficulties to reach this point from his origins in slavery. What does this show about his identity? He still identifies strongly with his past and with other enslaved people. How does Douglass see himself in relation to white Americans? What is a clue to this feeling? He feels separate from them. He refers to “your fathers” and does not count himself among their “regular” descendants.  

**pp. 112–114**  
Why does Douglass admire and respect the founders of the United States? Despite danger to themselves and being considered rebels, they fought for the right and the weak, against oppression, and for freedom.

**SECOND READ**  **Analyze the Text**

- On p. 110, how does Douglass describe the United States? as a young country Why does this give him hope? because it is still flexible enough to change and improve What does this suggest about Douglass’s feelings about the country? Sample answer: He believes it has serious problems and needs to change.
- What does Douglass see as the most important or valuable achievement of the American Revolution? the principles of the Declaration of Independence What is Douglass’s advice to Americans in his own time? On p. 112, Douglass exhorts his audience to embrace and live by the principles embodied in the Declaration of Independence. How does this advice tie in with his purpose? He wants his audience not to be complacent and to take action to abolish slavery. Based on Douglass’s view of the founders of the United States, infer which principles or values he treasures most. standing up for the powerless and for freedom

**Domain Specific Vocabulary**

- **emancipated** (p. 110) • set free, especially from slavery
- **forbearance** (p. 113) • holding back from action
- **mammon** (p. 114) • the embodiment of wealth or riches

**ELL**  **ENGLISH LANGUAGE LEARNERS**

**Use Comprehensible Input**

Make sure students understand that the Fourth of July celebrates the freedom and independence of the United States from Britain. Point out that Frederick Douglass was born and grew up in slavery. Have students list words related to freedom and slavery. Encourage them to identify pairs of opposites.

**RESPOND TO SEGMENT 1**  **Classroom Collaboration**

Have small groups work together to summarize the speech so far. Have them ask questions about what they don’t understand.
Domain Specific Vocabulary
bondman (p. 116) • slave
traffic (p. 119) • commercial trade

Academic Vocabulary
Read each word with students and discuss its meaning.
indolence (p. 115) • laziness
eulogize (p. 115) • praise in speech or writing
obdurate (p. 116) • persistent in doing wrong
bequeathed (p. 116) • handed down as an inheritance
fettered (p. 116) • chained or confined
perambulate (p. 120) • travel by foot through an area

Use Gestures
Read p. 118, beginning with “Would you have me argue” and ending with “The time for such argument is passed.” Ask students to share gestures that represent freedom and slavery based on these paragraphs.

RESPOND TO SEGMENT 2
Classroom Collaboration
Have small groups work together to summarize the second section of the speech. Have them ask questions about what they don’t understand.

Think Through the Text
Have students use text evidence and draw inferences to answer questions.

FIRST READ
Think Through the Text
Have students use text evidence and draw inferences to answer questions.

pp. 114–116 • Why does Douglass not share in the nation’s joyous celebration of independence? He and other African Americans are not free. In fact, they are enslaved by the laws of the United States. How does Douglass answer the question “What to the Slave Is the Fourth of July?” He says it is a painful reminder that slaves do not share the liberty other Americans celebrate on the Fourth of July. [RI 6]

pp. 117–122 • Why does Douglass refuse to try to persuade or argue with his opponents? because he believes it is clear that African Americans are human beings, and therefore it is wrong to enslave them What evidence does he use to support his argument? Laws treat African American slaves as responsible for their actions and as having the same capabilities for learning as white Americans. African Americans live similarly and have the same professions as white Americans. [RI 1]

Analyze the Text
• On p. 118, Douglass fills almost three paragraphs with questions. What is the purpose of these questions? to emphasize that there are no reasonable arguments in favor of slavery How does this serve the purpose of his speech? Sample answer: It could help persuade listeners to oppose and take action to end slavery. [RI 6]

• What techniques does Douglass use in his discussion of the internal slave trade and the Fugitive Slave Law to support his speech’s purpose? He uses vivid language and examples to expose the cruelty and hypocrisy of slavery. What is an effect of these techniques? Sample answer: Listeners feel sorry for enslaved people and angry at the laws that allow and even cause them to be mistreated. [RI 6]
WRITE & PRESENT
1. Have students work in small groups to identify the author’s purpose in “What to the Slave Is the Fourth of July?” Then ask them to take notes on how the speech’s style and content help support the author’s purpose.  
   - Students write a draft of an explanatory essay that tells how the style and content they identified help make Douglass’s argument powerful and persuasive. Have students use information from their notes. Encourage them to cite text evidence. 
   - Students exchange essays and offer suggestions for revising and editing. 
   - Students present their essays to the class. 
   - Students submit their essays to the teacher. 
   - See Copying Masters, pp. 268-271.

STUDENT CHECKLIST

Writing
✓ Write an essay telling how the style and content of the speech help make it powerful and persuasive.
✓ Cite text evidence.
✓ Use correct language conventions.

Speaking & Listening
✓ Present information and supporting evidence.
✓ Develop clear and coherent writing appropriate to the purpose.
✓ Demonstrate a command of formal English.

FIRST READ
Think Through the Text
Have students use text evidence and draw inferences to answer the following questions.

pp. 125–127 • What does Douglass identify as the effects of slavery on Americans? *It endangers the country’s unity, progress, and education, and it supports immorality and crime.*  
   - Students write a draft of an explanatory essay that tells how the style and content they identified help make Douglass’s argument powerful and persuasive. Have students use information from their notes. Encourage them to cite text evidence. 
   - Students exchange essays and offer suggestions for revising and editing. 
   - Students present their essays to the class. 
   - Students submit their essays to the teacher. 
   - See Copying Masters, pp. 268-271.

SECOND READ
Analyze the Text
• How does Douglass feel about the future of the United States? *hopeful* What examples of progress does he cite to support his feeling? Sample answer: On pp. 128–129, Douglass cites the spread of openness, education, and technology. *How do these examples support Douglass’s feelings of hope? If the world can make such great progress in so many other areas, it is also possible to make progress and end the cruel practice of slavery.*  
   - What is the purpose of concluding the speech with William Lloyd Garrison’s poem? *It adds to the message of hope for the future and inspires listeners to continue fighting slavery in the present.*

Independent/Self-Selected Reading
If students have already demonstrated comprehension of “What to the Slave Is the Fourth of July?,” have them practice the skills using another primary source. Suggested titles:
• *Narrative of the Life of Frederick Douglass* by Frederick Douglass
• *Narrative of Sojourner Truth* by Sojourner Truth

Academic Vocabulary
Read each word with students and discuss its meaning.

sacrament (p. 123) • Christian ritual
blasphemy (p. 125) • insult or contempt toward God or religion
ameliorating (p. 125) • making better
philanthropy (p. 125) • kindness or charity toward humanity
anathemas (p. 126) • strong curses
From An American Primer
Edited by Daniel J. Boorstin

Summary
In this compilation of eighty-three documents representative of United States history, Daniel Boorstin brings together original texts and commentary by contemporary historians. The anthology includes essays, laws, speeches, editorials and other texts that illuminate American history, as well as commentaries that serve to bring the historical documents to life and show how they relate to American society and politics today.

Discuss Genre and Set Purpose
Anthology Guide students to discuss the characteristics of anthologies. An anthology is a diverse collection of works often organized around a single theme, author, nation, or literary genre. Further, the selections in an anthology are typically selected by an editor and ordered chronologically. Have students page through An American Primer and look for features that qualify it as an anthology.

Set Purpose Help students set a purpose for reading, such as to interpret the selections within their historical context.

Options for Reading
Independent Students read the book independently or with a partner and then answer questions posed by the teacher.
Supported Students read a segment in pairs and answer questions with teacher support.

Common Core Connection
RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 3 analyze a set of ideas or sequence of events/explain how individuals, ideas, or events interact and develop; RI 6 determine author’s point of view or purpose, analyzing how style/content contribute; RI 10 read and comprehend literary nonfiction

TEXT COMPLEXITY RUBRIC

Overall Text Complexity

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Qualitative Measures

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<td>Language Convenonality and Clarity</td>
<td>archaic, unfamiliar language; general academic and domain-specific language; complex and varied sentence structure</td>
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<tr>
<td>Knowledge Demands</td>
<td>a number of references to other texts; specialized knowledge required</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>multiple levels of meaning</td>
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</table>

An American Primer is broken into three instructional segments.

SEGMENTS
SEGMENT 1 . . . pp. xiii–xviii, 78–82
SEGMENT 2 . . . . pp. 385–404
SEGMENT 3 . . . . pp. 944–955

Exemplar Instructional Resource
Read each word with students and discuss its meaning.

**abundance** (p. 78) • a great quantity  
**fabrication** (p. 79) • a lie  
**advocate** (p. 80) • supporter  
**veracity** (p. 80) • authenticity  
**saccharine** (p. 81) • overly sweet

**FIRST READ**  
**Think Through the Text**  
Have students use text evidence and draw inferences to answer questions.

**pp. xiii–xviii**  
*Why may Boorstin have chosen to begin each chapter with the editor’s statement instead of the text itself? The editor’s statement provides information and background to help the reader understand the document’s meaning within its historical context.*  
- RI 1, RI 10

**pp. 78–80**  
*What did Thomas Jefferson think of Logan? How did Logan feel toward white people when his family was murdered? Why? He considered Logan a decent, honest man who had justifiably avenged the murder of his family. Logan felt angry and betrayed. He had always treated white people kindly and had been an advocate for peace.*  
- RI 1, RI 3

**SECOND READ**  
**Analyze the Text**  
- *Why did Jefferson believe Logan’s account even though evidence indicated Cresap may not have murdered Logan’s family? Although Logan’s family might not have died at Cresap’s hand, Cresap was responsible for organizing and leading the parties who killed them.*  
- RI 3

- Review Logan’s speech on page 80 and lines 37–39 on page 81 with students. Then ask: *Why might Logan have chosen to use biblical language at the beginning of his speech? The beginning of the speech sets up a marked contrast between a peace-seeking Indian chief and the murderous Colonel Cresap described next in his speech. Logan uses the language of the colonists’ sacred text to point out their hypocrisy—he adhered to biblical principles of peace and charity; they did not.*  
- RI 6

- RI 3
FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 385–386 • How did Stanton’s discussions with law clerks in her father’s office prepare her to deliver what is considered “the most able argument for the divorce bill”? Sample response: Not only did Stanton sharpen her ability to debate, but she also learned valuable lessons about how the judicial system operates.  

pp. 387–388 • Why was divorce considered a women’s rights issue? Until women had the basic right to vote, they had no voice in changing any unjust laws, including divorce laws and, therefore, no means of protecting themselves.  

SECOND READ

Analyze the Text

• What might Stanton’s purpose have been for referring to the father-daughter relationship? By addressing the legislators as fathers and suggesting that their own daughters might suffer because of the divorce laws on pages 390–392, Stanton made the issue personal and appealed to the legislators’ protective instinct.

• If Stanton were alive today, would she feel that her address was successful? Why or why not? Sample answer: Yes; even though the divorce bill did not pass at that time, there have been significant changes since then in both divorce laws and Americans’ attitudes towards divorce.

• Explain the analogy Stanton makes on page 396 when she compares states with liberal divorce laws to Canada. Whereas slaves fled to Canada to seek freedom from their masters, women fled to other states to find freedom from the bonds of marriage.
WRITE & PRESENT

1. Have small groups identify and discuss the injustices addressed in each selection.  
   • RI 2, RI 3
2. Students draft explanatory essays comparing and contrasting the three documents they read, as well as the corresponding commentaries. Essays should include at least three points of comparison. Encourage students to cite text evidence to support their ideas.  
   • W 2
3. Students share their work with partners and offer suggestions for revising and editing. Students edit their writing based on these suggestions.  
   • W 5
4. Students present their final writing to their classmates.  
   • SL 4
5. Students submit in their final drafts to the teacher.  
   • W 4

STUDENT CHECKLIST

Writing

✔ Compare and contrast the selections and commentaries.
✔ Cite text evidence as support.
✔ Use transitions to clarify comparisons.

Speaking & Listening

✔ Participate in discussion.
✔ Present findings and supporting evidence.
✔ Convey a clear perspective.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 944–945 • What compelled Lyndon Johnson to deliver his address on voting rights? Sample response: Johnson recognized that easing the racial tension caused by southern states’ resistance to racial equality was critical to preserving national harmony.  
   • RI 1, RI 6

pp. 946–947 • Johnson described racial tension as “an American problem.” What might have been his purpose in doing so? Sample answer: By calling it “an American problem,” Johnson dismisses the idea that it is the fault of any one group and reinforces national unity.  
   • RI 3, RI 4

SECOND READ  Analyze the Text

• Point out to students Johnson’s use of the phrase “we shall overcome” on pages 949 and 950. Explain that “We Shall Overcome” is the title of a civil-rights protest song and a famous speech by Martin Luther King Jr. Then ask: Why did Johnson make these references? By echoing the language of the civil rights movement, Johnson appeals to Congress to embrace that cause as a national mission for equal rights.  
   • RI 4, RI 6

• Johnson described the phrase “all men are created equal” as a promise to every citizen that the nation must keep. How does this lay the foundation for Johnson’s argument for voting rights? Sample answer: By referring to the Declaration of Independence, Johnson identified voting not only as a basic right, but more significantly, as a constitutional right.  
   • RI 3, RI 4

Independent/Self-Selected Reading

Have students practice their text analyzing skills using two other selections from the primer or from another source, such as:

• Petition of an Accused Witch (1692) by Mary Easty

• “We Shall Overcome” by Martin Luther King Jr.  
   • RI 10

Academic Vocabulary

Read each word with students and discuss its meaning.

demagoguery (p. 945) • the use of prejudice to gain control or power
ingenious (p. 947) • clever or resourceful
dominion (p. 953) • authority
“Education”
by Ellen Condliffe Lagemann

SUMMARY The article traces the history of education in America from settlement to the present day and highlights major developments. The author explains factors such as social and political influences, demographics, and education reform.

ABOUT THE AUTHOR Ellen Condliffe Lagemann is a leading historian of education and a nationally known expert on education research who has served in a number of leadership roles, such as president of the History of Education Society, president of the National Academy of Education, and dean of the Harvard Graduate School of Education. She has published numerous books and articles.

Discuss Genre and Set Purpose
HISTORICAL ESSAY Guide students to discuss that one of the purposes of a history is to present facts about how institutions develop over time. Have students scan the article to determine how it is organized.

SET PURPOSE Help students set a purpose for reading, such as to learn how today’s educational system was developed.
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **aspirations** (p. 313) • ambitions
- **exhortation** (p. 314) • act of urging strongly by giving warnings or advice
- **affiliated** (p. 314) • closely connected
- **covertly** (p. 315) • secretly; not openly
- **eradicate** (p. 315) • destroy completely
- **disseminate** (p. 315) • spread around
- **proliferating** (p. 315) • rapidly increasing in number

**FIRST READ**  
**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **p. 314** • In the early 1600s, where would a child most likely receive his or her education? What would that education mostly consist of? He or she would probably be educated in the home and would learn how to read, learn about religion and morality, and learn skills for working for a living. What evidence from the text supports your answer? The text states that family was the most important institution of both socialization and education. ▶️RI 1

- **p. 315** • What were two reasons for the increase in school enrollment in the first half of the nineteenth century? More schools were established, and new printing methods led to the use of more textbooks. ▶️RI 3

**SECOND READ**  
**Analyze the Text**

- What was the content focus in the schools up until the time of the Revolutionary War? How did this focus change after the war, and why? Before the revolution, the focus was mostly on literacy and the scriptures. After the war, it was on American history, American virtues, and American English. Education was seen as important to developing a nation of loyal citizens to advance the goals of the new country. ▶️RI 3

- Have students reread the first full paragraph on p. 315. Ask: How would you summarize this paragraph in one or two sentences? Before the Civil War, some blacks in the North received formal schooling either in church-sponsored or public schools, but blacks in the South, who were mostly enslaved, were taught secretly, if at all. ▶️RI 2

- How did social and economic conditions affect the teacher pool in the middle 1800s? The number of female teachers rose greatly because many young women wanted to work outside the home and they were willing to work for lower pay since they did not have many opportunities. ▶️RI 3
**First Read**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 315–316** • Why were the common school reformers so successful in advancing their goals? Explain using evidence from the text. They made strong arguments, based on social and economic need, to extend schooling and bring it under public control. For example, they stated that education was necessary for economic development and prosperity in a country that was becoming more industrialized, and they asserted that common schooling would foster equality between social classes. **RI 1**

**p. 317** • What basic views of education did most proponents of kindergartens likely share? Most of them probably believed that placing children in school early would help them to adapt better, be happier, and learn more during their school years. What evidence from the text supports your inference? Froebel developed kindergartens to teach small children to cooperate; Dewey believed schools should match children’s interests and capacities. **RI 1**

**Second Read**

**Analyze the Text**

• Have students reread the last paragraph on page 316. Ask: How did education for blacks change during and after the Civil War? Many more schools for blacks were founded, and about a quarter of ex-slaves were enrolled by the 1870s. What people or events caused these changes? People from the North worked with federal agencies to open more schools, and blacks in former slave states came together to start their own schools. **RI 3**

• Why does the author most likely use separate paragraphs to present the information about education for blacks rather than including it in the discussion of education in general? The author wants to make it clear that education for blacks developed on a separate and distinct historical course from that of whites. **RI 5**
WRITE & PRESENT
1. Have students work in small groups to discuss the ideas and events that have interacted to affect the course of education in the United States. Encourage them to use flow charts or diagrams to help them organize their thoughts.  

2. Students write a draft of an essay that explains how ideas and events have interacted throughout history to create the American education system we know today. The essay should explain at least three factors.

3. Students exchange essays, offer revision suggestions, and edit their writing.

4. Students present their essays to the class.

5. Students submit their essays to the teacher.


STUDENT CHECKLIST
Writing

✔ Write an essay explaining how ideas and events have interacted in U.S. education.

✔ Cite text evidence.

✔ Use correct language conventions.

Speaking & Listening

✔ Present ideas and supporting evidence.

✔ Convey a clear and distinct perspective.

✔ Demonstrate a command of formal English.

FIRST READ  Think Through the Text
Have students use text evidence and draw inferences to answer questions.

p. 318 • How did education change at the national level as a result of the growing belief in science? National organizations for creating assessments and setting standards were established; fields such as educational psychology and specialties such as curriculum, guidance, and school administration were developed.  

p. 319 • What is the central idea expressed in the last two full paragraphs on page 319? After the Supreme Court heard cases on divisive issues such as segregation and school prayer, federal involvement in education policy emerged as a major component of the education system.

SECOND READ  Analyze the Text

• How did centralization in city school systems affect the power of different socioeconomic groups in decision making? It gave more power to the urban elite, professional groups, and businessmen and less power to immigrants and wage earners. Why? Immigrants and poor people were not represented on school boards.

• Throughout American history, what overall relationship has been evident between enrollment numbers and government influence in education? As enrollment has risen, more government control has been put in place, including local, state, and national policies.

Independent/Self-Selected Reading
Have students reread “Education” independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

• Saving Schools: From Horace Mann to Virtual Learning by Paul E. Peterson

• The Once and Future School: Three Hundred and Fifty Years of American Secondary Education by Jurgen Herbst
**What They Fought For 1861–1865**
by James M. McPherson

**SUMMARY** Through an analysis of the letters and diaries of soldiers on both sides of the conflict, McPherson explores the motivations of the men who fought in the American Civil War.

**ABOUT THE AUTHOR** James M. McPherson is a renowned and prolific Civil War historian and a professor at Princeton University. His book *Battle Cry of Freedom* won the Pulitzer Prize in 1989.

**Discuss Genre and Set Purpose**

**HISTORY** Guide students to discuss that the purpose of history is to present facts and theories about the past using engaging prose.

**SET PURPOSE** Help students set a purpose for reading, such as to learn about the similarities and differences between Confederate and Union soldiers’ reasons for fighting.

**Options for Reading**

**Independent** Students read the book independently or with a partner and then answer questions posed by the teacher.

**Supported** Students read a segment and answer questions with teacher support.

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**Common Core Connection**

RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 2 determine two or more central ideas of a text/analyze their development/provide summary; RI 3 analyze a set of ideas or sequence of events/explain how individuals, ideas, or events interact and develop; RI 8 delineate/evaluate reasoning in seminal U.S. texts
**FIRST READ**  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

**pp. 1–7** • What evidence from the text would support the inference that Civil War soldiers were different from soldiers of previous wars? They had a high literacy rate, were mostly volunteers, had voted in a momentous election, and liked to read newspapers and debate politics. **RI 1**

**pp. 9–17** • Although the Confederates were rebelling against the federal government, many of them considered themselves patriots. How could this seeming contradiction be true? They felt that the South was their country, and they were being loyal to that country by defending it against the “tyranny” of the North. **RI 3**

**pp. 18–25** • On page 19 the author states that even before the war began, many people in the South hated Yankees. Why was this so? Propaganda had painted the Northerner as a vile and threatening creature. Southerners saw Yankees as vandals, thieving hordes, and inhuman wretches. Why did this hatred grow deeper as the war went on? When Southerners saw their land invaded and their comrades killed, their hatred was fueled by a need for vengeance. **RI 3**

**SECOND READ**  Analyze the Text

- Point out that the author uses the Introduction to lay out a premise for his arguments. Ask: What premise does the author assert in the Introduction? Sample answer: He asserts that political ideologies were significant motivating factors for Civil War soldiers. What evidence does he present to support the premise? Ideological statements from the letters and diaries of soldiers. What books mentioned in the Introduction might contain evidence to challenge the author’s premise? The American Soldier and Men Against Fire **RI 8**

- What is the central idea of Chapter 1? Sample answer: The Confederates fought for ideas such as freedom from tyranny, Southern pride, and self-government as well as for more concrete or emotional reasons, such as to defend their territory and to exact revenge on the North. **RI 2**
**Domain Specific Vocabulary**

- **skirmish** (p. 34) - brief or minor fight in a war
- **campaign** (p. 42) - a sequence of military operations designed to achieve a particular objective

**Academic Vocabulary**

- **melodrama** (p. 34) - overly theatrical or emotional words or actions
- **discoursed** (p. 35) - spoke or wrote at length about a topic
- **atrocities** (p. 38) - acts of extreme brutality
- **asperity** (p. 39) - harshness
- **privations** (p. 43) - instances of being deprived of basic necessities

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 27–34** - Have students reread the last sentence on page 27. Ask: *If the American Revolution was a war for independence, how could the Northern soldiers be said to be fighting for the legacy of that war?* They were fighting to uphold the ultimate outcome of the revolution—a democratic republic, which was held up as an example of liberty and self-government around the world. **RI 3**

- **pp. 35–38** - *Why did the “beats” likely have less motivation to fight than other soldiers?* Most of them were not volunteers; they did not join the army because they believed in a cause. **RI 1** What evidence in the text supports your answer? *The beats were mostly draftees and substitutes, and as the Union sergeant wrote, they didn’t love the Union.*

- **pp. 39–46** - *What claim does the author make on pages 42–45?* that the idealistic motives for fighting persisted for many Union soldiers even as the war dragged on. **RI 8** How does he support this claim? with excerpts from soldiers’ letters expressing their patriotic passions later in the war. What type of information could be used to challenge this claim? letters that stated very different sentiments; books that explained different psychological motivations

**SECOND READ**

**Analyze the Text**

- Have students note the overall structure of the book and the titles of the first two chapters. Then ask: *Why does the author most likely devote a separate chapter to each side?* Sample answer: to clearly show the point of view of both Confederate and Union soldiers and to present a balanced discourse **RI 5**

- Have students reread page 46. Ask: *What transition does the author make here, and why does he include these two paragraphs?* Sample answer: The author skillfully moves from the topic of Union motives in general to the abolition of slavery as a motive. He does so in order to lead in to the next chapter, which will discuss the issue of slavery and how it affected motivation on both sides. **RI 5**

**RESPOND TO SEGMENT 2**

**Classroom Collaboration**

Have partners summarize the segment and ask questions about anything they don’t understand.

**ELL**

**Use Comprehensible Input**

Discuss with students the meanings of words such as democracy, rebellion, secession, and anarchy. Then have students explain in their own words what ultimately might have happened if the South had simply been allowed to secede.

**Common Core Connection**

- **RI 8** evaluate premises, claims, and evidence;
- **W 2** write informative/explanatory texts;
- **W 4** produce writing in which development, organization, and style are appropriate to task, purpose, and audience;
- **W 5** develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach;
- **SL 4** present information, findings, and supporting evidence, conveying a clear/distinct perspective
WRITE & PRESENT
1. Have students work in groups to consider the premises of McPherson’s argument regarding why Northern soldiers fought in the Civil War and to discuss how they could corroborate his evidence with other primary and secondary sources.

2. Students write a draft of an essay evaluating the premises of McPherson’s argument regarding why Northern soldiers fought in the Civil War by corroborating his evidence with other primary and secondary sources and challenging McPherson’s claims where appropriate.

3. Students exchange essays and offer suggestions for revising and editing their essays.

4. Students present their essays to the class.

5. Students submit their essays to the teacher.


STUDENT CHECKLIST
Writing
✔ Write an essay corroborating McPherson’s evidence.
✔ Cite sources correctly.
✔ Use correct language conventions.

Speaking & Listening
✔ Participate effectively in a collaborative discussion.
✔ Present information and supporting evidence.
✔ Demonstrate a command of formal English.

FIRST READ  Think Through the Text
Have students use text evidence and draw inferences to answer questions.

pp. 47–56 • The Confederates were fighting not to be dominated by the North, but at the same time they were fighting to be allowed to continue to dominate and enslave others. How did they most likely resolve this apparent contradiction? Sample answer: They did not think of African Americans as humans, so they did not see them as having the human right to freedom.  

pp. 54–56 • Based on what happened with the Negro soldier bill, what can the reader infer about the South’s motivations for fighting? Sample answer: The fight to keep slavery and the fight for liberty as a separate nation were roughly equal in strength.

SECOND READ  Analyze the Text
• According to the author, what was the predominant sentiment regarding emancipation among Union soldiers by the spring of 1863? More soldiers were in favor of emancipation than were against it. What types of evidence could be used to corroborate this claim? Sample answer: polls of soldiers taken at that time; articles or speeches from the time

• Ask: Why do you think the author saved the issue of slavery for the last chapter? Sample answer: to emphasize the fact that the slavery issue was ultimately a critical factor for both sides and that emancipation dramatically affected the outcome of the war

Independent/Self-Selected Reading
Have students reread What They Fought For independently to practice analyzing the text on their own, or have them practice the skills using another book, such as:
• The Fiery Trial: Abraham Lincoln and American Slavery by Eric Foner
• Women in the Civil War by Mary Elizabeth Massey
OBJECTIVES

- Determine central ideas of a text and analyze their development
- Explain how ideas interact and develop
- Determine an author’s point of view or purpose

This excerpt from *The American Reader* is broken into three instructional segments.

**SEGMENTS**

SEGMENT 1 . . . . pp. 295–301
SEGMENT 2 . . . . pp. 435–439
SEGMENT 3 . . . . pp. 605–610

**Options for Reading**

**Independent** Students read the text independently or with a partner and then answer questions posed by the teacher.

**Supported** Students read a segment and answer questions with teacher support.

**SUMMARY** *The American Reader* is an anthology of historically significant American texts, including speeches, essays, songs, and letters. Editor Diane Ravitch has selected works by native or transplanted Americans that span the entire history of the United States, touching on many of the country’s most salient tenets, including freedom, liberty, and the struggle for civil and individual rights.

**Discuss Genre and Set Purpose**

**ANTHOLOGY** Guide students to discuss the properties of anthologies. An anthology is a diverse collection of works often organized around a single theme, author, nation, or literary genre.

**SET PURPOSE** Help students set a purpose for reading, such as to deepen their understanding of what kinds of freedoms different groups have sought throughout American history.

**TEXT COMPLEXITY RUBRIC**

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th>from The American Reader: Words That Moved a Nation ANTHOLOGY</th>
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</thead>
<tbody>
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**Common Core Connection**

RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 2 determine two or more central ideas of a text/analyze their development/provide summary; RI 3 analyze a set of ideas or sequence of events/explain how individuals, ideas, or events interact and develop.
SEGMENT 1 pp. 295–301

Academic Vocabulary
Read each word with students and discuss its meaning.

sovereigns (p. 296) • people not subject to another’s rule
sham (p. 296) • fake
reproach (p. 296) • criticize or blame
chattel (p. 298) • someone’s property
destitution (p. 298) • a state of extreme poverty
emanated (p. 299) • came from a source
boon (p. 299) • a benefit, good, or privilege
haggard (p. 299) • looking tired and ill

FIRST READ Think Through the Text
Have students use text evidence and draw inferences to answer questions.

pp. 295–301 • What response does Frederick Douglass offer to those who question why freedmen feel the need to hold conventions and continue to fight for their rights? Douglass argues that even though former slaves are free citizens under the U.S. Constitution, there is still much prejudice, injustice, and discrimination to overcome before African Americans are equal.  

p. 297 • Who does Douglass believe is responsible for an individual’s freedom? the individual himself or herself; if people desire to be free, they must fight for it themselves

SECOND READ Analyze the Text
• Have students review pages 298–299. Ask: How does Douglass connect the ideas of labor and freedom? Sample answer: Douglass exposes the unfair practices of landowners and merchants. For example, merchants overcharge laborers (who are mostly African American) for goods; the laborers go into debt, preventing them from ever being able to afford to purchase land and become landowners themselves. African Americans, then, become stuck in a cycle of dependence and second-class citizenship.

• Have students review pages 300–301. Ask: What larger point do you think Douglass is making on page 300 about the relationship between political rights and overall freedom for African Americans? Sample answer: Unless the outrageous infringements perpetrated on African Americans’ political rights cease, African Americans will never be able to vote in large enough numbers to elect representatives committed to their struggle for equal rights and basic freedoms. In a way, then, the freedoms of African Americans are being doubly suppressed.

Domain Specific Vocabulary
Kukluxing (p. 300) • performing acts typically done by the Ku Klux Klan, a racist organization of the mid-nineteenth century whose activities included lynching of African Americans

ELL ENGLISH LANGUAGE LEARNERS
Use Comprehensible Input
Help students understand the evidence Douglass offers to support his arguments by offering students a summary of each page using contemporary language.

RESPOND TO SEGMENT 1 Classroom Collaboration
Have partners discuss and summarize the concepts learned in this segment. If more than one student has the same question, open that question up to a class discussion.
**Domain Specific Vocabulary**

**Industrial Revolution**
(p. 606) • the period of history in America in the nineteenth century when manual labor was replaced by machinery

**Academic Vocabulary**
Read each word with students and discuss its meaning.

- **blight** (p. 436) • anything that impedes growth or any aspect of life
- **mar** (p. 436) • spoil; damage
- **untrammeled** (p. 436) • not limited; unrestrained
- **audacity** (p. 437) • fearlessness
- **cozening** (p. 438) • the act of deceiving or cheating
- **smites** (p. 438) • hits or injures
- **spheres** (p. 438) • areas of activity; domains

**ELI ENGLISH LANGUAGE LEARNERS**

**Use Peer Supported Learning**
Ensure students understand one of the central ideas of *The American Reader* by asking: What does it mean to be free? What are the different kinds of freedom that people can have? Have students discuss the concept in small groups to aid comprehension.

**FIRST READ  Think Through the Text**
Have students use text evidence and draw inferences to answer questions.

- p. 436 • Who does Margaret Sanger say is responsible for a woman’s freedom? the woman herself  RI 1

- pp. 436–438 • What are some of the problems that stem from women’s inability to make their own decisions about birth control? physical suffering; a decrease in the quality of a woman’s love life; lack of freedom and personal empowerment; overdependence on men; perpetual inequality in politics, business, and religion  RI 1

- pp. 436–437 • Why does Sanger say it’s problematic for women to think themselves free just because they may, for example, earn a living separate from their husband? Sanger argues that issues of motherhood are of essential and paramount importance—much more so than issues of economic independence, despite their significance.  RI 2

**SECOND READ  Analyze the Text**

- What do you think Margaret Sanger means when she says on page 436 that a woman’s freedom is “the basic freedom of the world”? Sample answer: Sanger is arguing that because of women’s unique roles in society as mothers, it is essential that those who literally bear the future of humanity be free.  RI 2

- Have students reread pages 437–438. Ask: In what way, according to Sanger, do men impact women’s freedom? Sample answer: Not only do men take no responsibility for birth control, they actively prevent women from educating themselves about it. In this way, women’s dependency on men—in other words, women’s lack of individual freedom—is perpetuated.  RI 2
Write & Present

1. Have small groups address this question: **What kinds of freedom have different people sought throughout American history?** Students should break down this question by summarizing the three works studied in this lesson. \[RI 2\]

2. Students write an explanatory essay describing how the idea of freedom developed in the United States during the time period covered by the selections. Encourage students to cite text evidence to support their descriptions. \[W 2\]

3. Students exchange essays and offer suggestions for revising and editing. \[W 4\]

4. Students present their essays to the class. \[SL 4\]

5. Students submit their essays to the teacher. \[W 4\]


Student Checklist

Writing

- ✔ Write an essay describing how the idea of freedom developed in the United States.
- ✔ Cite text evidence from multiple sources.
- ✔ Use correct language conventions.

Speaking & Listening

- ✔ Present information and supporting evidence.
- ✔ Convey a clear and distinct perspective.
- ✔ Demonstrate a command of formal English.

First Read

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

**pp. 605–610**  • **How is Ronald Reagan’s speech shaped by his audience?** Reagan is speaking before a group of students who are living under the rigid controls of the Soviet Union; he makes numerous arguments in favor of freedoms that the United States possesses and the students lack: for example, freedom of the press. In this way, Reagan encourages the students to believe in and seek American-style freedoms. \[RI 6\]

**p. 609**  • **What does Reagan believe an ideal democracy is?** For Reagan, a democracy is a governmental system organized in such a way that the power of the government is limited and restrained. \[RI 1\]

Second Read

Analyze the Text

- **How, in Reagan’s opinion, does the information revolution relate to the idea of individual freedom?** Sample answer: Reagan argues that the new technologies changing the world could not have come into existence without certain freedoms: thought, information, expression, and communication. \[RI 3\]

- **What is the richer meaning of freedom that Reagan discusses beginning on page 608?** Reagan believes in a political system that permits people to question and change the way things are done if they don’t approve of those ways. Reagan believes that individual destiny is connected to democratic forms of government. \[RI 2\]

Independent/Self-Selected Reading

Have students read other works contained in *The American Reader* to practice analyzing the idea of freedom on their own, or have them practice the skills using another book, such as:

- In Our Own Words: Extraordinary Speeches of the American Century edited by Andrew Carrell et al.
- Rereading America (Eighth Edition) by Gary Columbo et al. \[RI 10\]

Academic Vocabulary

- **emblem** (p. 605)  • symbol
- **yoke** (p. 607)  • a burden (literally, the heavy wooden bar laid over the necks of animals such as oxen to hold them together in a team)
- **grill** (p. 607)  • to question harshly and aggressively
OBJECTIVES

- Analyze text using text evidence
- Determine the central ideas of a text
- Analyze eighteenth-century foundational U.S. documents

**America's Constitution: A Biography**
by Akhil Reed Amar

**SUMMARY**
America’s Constitution: A Biography is an in-depth examination of how historical, political, and cultural events have affected the U.S. Constitution.

**ABOUT THE AUTHOR**
Akhil Reed Amar is a professor of constitutional law at Yale College and Yale Law School. He has testified many times for the U.S. Congress, and the U.S. Supreme Court has cited his work in more than twenty cases.

**Discuss Genre and Set Purpose**

**INFORMATIONAL TEXT** Guide students in a discussion of informational text structures.

**SET PURPOSE** Help students determine a purpose for reading, such as to learn about how the U.S. Constitution has changed.

**Options for Reading**

**Independent** Students read the book independently and then answer questions posed by the teacher.

**Supported** Students read each segment with a partner and then answer questions with teacher support.

**TEXT COMPLEXITY RUBRIC**

**Overall Text Complexity**

<table>
<thead>
<tr>
<th>Quantitative Measure</th>
<th>Lexile</th>
</tr>
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<tr>
<td>Informative Text</td>
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<tr>
<th>Qualitative Measures</th>
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<tr>
<td>Text Structure</td>
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<tr>
<td>- organization of main ideas and details is complex but largely explicit</td>
</tr>
<tr>
<td>Language Conventionality and Clarity</td>
</tr>
<tr>
<td>- general academic and domain-specific language</td>
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<tr>
<td>Knowledge Demands</td>
</tr>
<tr>
<td>- many references to other texts</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
</tr>
<tr>
<td>- explicitly stated</td>
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</table>

**Common Core Connection**

RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 4 determine the meaning of words and phrases, including figurative, connotative, and technical meanings; analyze how author uses and refines meaning; RI 5 analyze/evaluate effectiveness of the structure author uses; RI 6 determine author’s point of view or purpose, analyzing how style/content contribute; RI 9 analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical/literary significance.
First Read

Think Through the Text
Have students use text evidence and draw inferences to answer questions.

- **pp. 4–204** • *In his chapter titles, what pattern does the author use to organize the ideas of the Constitution?* Sample answer: The author creates chapters that are related to larger concepts in the Constitution, such as the Preamble, the powers of Congress and the President, and amendments. (RI 1, RI 5)

- **p. 5** • *The first sentence of paragraph 1 is, “It started with a bang.” The last sentence in that paragraph ends, “…make democracy work on a scale never before dreamed possible.” Based on this evidence, what is the author’s point of view about the Constitution?* Sample answer: He believes the Constitution is an explosive and important document. (RI 1, RI 6)

Second Read

Analyze the Text

- Point out the illustration of George Washington’s family portrait on p. 130. Read aloud the following sentence on the same page: “A rising sun in the background, but no rising son in the picture.” Ask: *What technique does the author use here to convey his meaning, and what is that meaning?* Sample answer: The author uses the homophones sun and son to express two ideas: 1) Washington had no direct male heirs, and 2) If he’d had heirs, according to the Constitution, they would not be able to inherit the U.S. presidency in the way that they would have inherited the British monarchy. (RI 1, RI 4)

- In Chapters 4 and 5, the author discusses Article II of the Constitution, which describes the power of the President. Ask: *Why did the writers of the Constitution take special care with this section? What evidence in the text supports this reason?* Sample answer: U.S. citizens did not want to be ruled by a monarch who had unlimited powers. “Whereas the British monarch controlled all … military forces, the American chief executive would command various state militias only when they ‘were called in the actual service of the United States’” (p. 187). (RI 1, RI 9)

Domain Specific Vocabulary

- **article** (p. 5) • a specific part of a written document
- **disenfranchisement** (p. 19) • the act of revoking a person’s right to vote
- **sedition** (p. 102) • act of causing resistance against a government

Academic Vocabulary

- **ratifying** (p. 5) • approving
- **secession** (p. 39) • the act of withdrawing from a political body
- **egalitarian** (p. 74) • based on the belief that all humans are equal
- **ordain** (p. 106) • enact

RESPOND TO SEGMENT 1

Classroom Collaboration
Have small groups work together to summarize the article so far. Have them raise questions that could be answered in the next segment.
**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **nullified** (p. 211) • voided or annulled
- **manifest** (p. 212) • easily understood
- **scrupulous** (p. 240) • exacting
- **extradition** (p. 255) • the surrender of a criminal to a different jurisdiction
- **hierarchy** (p. 300) • categorization of groups according to status or authority

**FIRST READ**  **Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 205–347** • The author structures his analysis by using subheadings that are directly quoted from the Constitution. Is this approach effective? *Explain.* Sample answer: By including these direct quotes and then providing a detailed description of the text and its genesis, the author shows that the document is indeed “living” because there is reason for the inclusion of each word and phrase in the document. [RI 1, RI 5]

- **pp. 315–347** • On p. 315, the author notes that “[i]n both word and deed, the Bill of Rights dramatized the rights of ‘the people…’” What does the author mean by this? *Sample answer:* The Bill of Rights was proposed because many new Americans were unsatisfied with the Constitution as written. Also, some states (North Carolina and Rhode Island) had refused to join the Union, but would reconsider if new text were included in the Constitution. [RI 1, RI 9]

**SECOND READ**  **Analyze the Text**

- **Draw students’ attention to p. 218,** which describes the collaborative process of judicial appointment. Ask: *Why did the writers want judges who “embodied republican excellence”?* *Sample answer:* In contrast to the arbitrary appointment of judges in England and the colonies, the process of having a nominator (President) and a confirming entity (Congress) ensured that a judge was endorsed by someone who was accountable. [RI 4, RI 9]

- **Discuss Article IV,** which held that free citizens could freely move from one state to another; when so doing, they would be held to the laws of the inhabitants of that state. Ask: *How did Article IV affect a black person who was free and not a slave?* *Sample answer:* Free black persons traveling to a slave state would be considered a slave in that state, regardless of their status in their home state. [RI 1, RI 9]
WRITE & PRESENT

1. Have small groups refer to the text to determine one or more central ideas. □ RI 2
2. Students write an objective summary of America’s Constitution: A Biography. □ W 2
3. Students within groups share their drafts and edit their writing. □ W 5
4. Students present their final summaries to the class. □ SL 4
5. Individual students submit their final drafts to the teacher. □ W 4


STUDENT CHECKLIST

Writing

✔ Write an objective summary of the text.

✔ Organize complex ideas, concepts, and information so that each builds on the other.

✔ Use a formal style and objective tone.

Speaking & Listening

✔ Participate effectively in a collaborative discussion.

✔ Ask and answer questions about text details.

FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 350–401 • Describe an event that occurred after the Civil War and explain its effect on the Constitution. Sample answer: The 13th Amendment ended slavery in the U.S. The end of slavery prompted the enactment of new laws, such as the 14th and 15th Amendments. □ RI 2, RI 9

pp. 383–401 • Why was the 14th Amendment necessary? Sample answer: Seven Southern states had been taking part in misconduct toward blacks. Acts of “terrorism against blacks, violence targeted at white Unionists, voting fraud and new laws called ‘Black Codes’” prompted Congress to take action to protect these citizens. □ RI 1, RI 9

SECOND READ

Analyze the Text

• Draw students’ attention to p. 353, where the author writes, “Free territories would one day ripen into free states.” Ask: Explain the author’s use of the word ripen in this sentence, and the context surrounding it. Sample answer: When President Lincoln took office, he wanted to abolish slavery, but he had to go about it gradually. The word ripen suggests the image of fruit maturing. □ RI 1, RI 4

• Summarize the events that made the 19th and 26th Amendments necessary. Sample answer: The 14th Amendment defines a voting citizen as male and twenty-one years or older. Women fought for the right to vote and gained it in the 19th Amendment. Due to changes in the culture during the 1960s, the voting age was lowered to eighteen (pp. 392–461). □ RI 2, RI 9

Independent/Self-Selected Reading

Have students read the rest of America’s Constitution: A Biography independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

• The Bill of Rights: Creation and Reconstruction by Akhil Reed Amar

• A Brilliant Solution: Inventing the American Constitution by Carol Berkin □ RI 10

Academic Vocabulary

trilogy (p. 351) • a series of three stories or dramas
rapprochement (p. 355) • having a polite relationship
pecuniary (p. 356) • relating to money
repudiate (p. 378) • reject
apartheid (p. 399) • racial segregation
OBJECTIVES

- Identify author’s purpose
- Cite text evidence to support inferences
- Analyze a sequence of events

1776
by David McCullough

SUMMARY
After a bloody battle at Bunker Hill, the Americans succeed in taking Boston. Buoyed by their success, General Washington takes his ragtag collection of troops to New York. There, General Howe’s British forces and Hessians defeat the Americans in four major battles. When it appears the revolution is falling apart, Washington makes a bold move in Trenton that is considered a turning point for the Americans.

ABOUT THE AUTHOR
David McCullough, born in 1933 and educated at Yale, is the Pulitzer Prize–winning author of *Truman* and *John Adams*. He also received the National Book Award for two other books. In addition, McCullough has been awarded the National Humanities Medal and the Presidential Medal of Freedom.

Discuss Genre and Set Purpose
INFORMATIONAL TEXT
Guide students in a discussion of the purpose and characteristics of informational texts. Discuss how an informational text about historical events can help deepen our understanding of those events and also of events in the present day.

SET PURPOSE
Help students set a purpose for reading, such as exploring different points of view of the same period of time.

TEXT COMPLEXITY RUBRIC

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Common Core Connection
RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 3 analyze a set of ideas or sequence of events/explain how individuals, ideas, or events interact and develop; RI 6 determine author’s point of view or purpose, analyzing how style/content contribute.
FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 3–19 • What were the reactions of the House of Lords and the House of Commons to the king’s speech? The House of Lords was quick to support the king’s call to squash the rebellion, with a vote of 69 to 29, but some were concerned about the potential British death toll. In the House of Commons, the debate lasted much longer; with calls for conquering America, they supported the king with a vote of 278 to 108. RI 1

pp. 55–36 • What does the story of John Greenwood tell you about the spirit of the Continental Army? Greenwood was a sixteen-year-old whose experiences during the Boston Massacre inspired him to enlist and fight for the Continental Army. He was also inspired by events at Lexington and Concord, and while frightened at Bunker Hill, he stood strong. His story suggests that the spirit of the Continental Army was strong and passionate. RI 3

pp. 82–85 • How was Knox’s two-month ordeal a game changer? He managed to bring significant weapons back from Fort Ticonderoga. The Continental Army had little in the way of arms, and this cache allowed them to succeed at Dorchester Heights, despite being outgunned. RI 1

SECOND READ

Analyze the Text

• Compare the military experience and readiness of General Howe and General Washington and their troops. Sample answer: Howe and Washington were the same age, but Howe was better armed and had far more military experience, trained troops, and a navy. His officers were also better trained and more experienced. RI 6

• Why is March 5 important? It is the anniversary of the Boston Massacre and the day the Americans took Dorchester Heights and, thus, Boston. What was the impact on the British? It was an embarrassment to General Howe and the British troops that ignored warnings and were outsmarted by the Americans. What was the impact on the Americans? It uplifted their spirits and gave them hope that they could battle the British. RI 3
**First Read**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 118–121** • How was New York different from Boston? The American success in Boston elevated the Americans and depressed the British. This changed quickly with the many British successes in New York. [RI 1]

**pp. 144–146** • What message was General Howe sending to General Washington in the way he addressed his letter to him? Howe did not respect Washington. How did Washington respond? Washington refused to accept it, as he was not properly addressed. [RI 6]

**pp. 166–168** • Compare the British and American soldiers. The British soldiers were better trained, equipped, healthier, and better paid than the Americans. [RI 6]

**Second Read**

**Analyze the Text**

- What was the significance of declaring independence from the British? It was the first time the colonies declared an official end to their connection with Britain. It inspired the colonists and gave the soldiers something to fight for. They were no longer fighting for their rights as English citizens, but for their freedom. [RI 3]

- What is the significance of using night as a tactic by both sides? Sample answer: The Americans were the first to use the cover of night to outmaneuver the British and take Dorchester Heights. The British followed suit in New York, using the cover of darkness to outsmart the Americans. [RI 6]

- How did the British and the Americans each perceive what was happening in New York? The British were angry about The Declaration of Independence and were boosted by the ease of getting up the Hudson and by their size and strength compared with the Americans. The Americans were inspired by The Declaration of Independence but lost patience with waiting and feared the British navy. [RI 6]
WRITE & PRESENT

1. Have students work in small groups to determine the author’s point of view of the 1776 battles. Have them analyze his description of the American and British perceptions and create a chart or Venn diagram comparing them.

2. Students draft an explanatory essay comparing and contrasting the British and American perceptions of how the war was unfolding and telling how the perceptions affected both sides’ attitudes and approaches to the war.

3. Students exchange essays and offer suggestions for revising and editing.

4. Students present their essays to the class.

5. Students submit their essays to the teacher to be graded using a rubric.


STUDENT CHECKLIST

Writing

✔ Compare and contrast American and British perceptions.

✔ Explain how their perceptions affected their approaches.

✔ Revise and edit based on feedback.

Speaking & Listening

✔ Contribute to group discussions.

✔ Provide meaningful feedback.

✔ Clearly present an essay.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 237–239 • What important information does General Howe receive? He gets information about Fort Washington from a traitor as well as information about Washington’s state of mind from his letters, which were stolen from a careless courier. How did this help in the Battle of Fort Washington? It confirmed what the British had suspected about the fort and about the state of the Continental Army, making success for the British even easier at Fort Washington.

pp. 271–272 • How are Washington and Reed of similar mind in terms of turning the war around? They both independently made clear that there was a need for a big action and success to rouse the troops and turn things around for the Continental Army.

SECOND READ  Analyze the Text

• What was unique about General Washington’s reaction at Kip’s Bay? Sample answer: General Washington had always given the impression of calm leadership. Disgusted by his soldiers’ behavior at Kip’s Bay, Washington rode his horse into the chaos to get them to fight.

• How does the American response to the Battle of Trenton compare with the British response? Sample answer: The defeat of the Hessians marked a turning point for the Americans. It was the big event that they needed to reenergize the troops and the colonists and to give them confidence. The British blamed the Hessians and sent Cornwallis to New Jersey with eight thousand troops.

Independent/Self-Selected Reading

Have students reread 1776 independently to practice analyzing the text on their own, or have them practice the skills using another book, such as:

• John Adams by David McCullough

• Benjamin Franklin: An American Life by Walter Isaacson
from *Mirror of the World: A New History of Art*

by Julian Bell

**SUMMARY** *Mirror of the World* is a chronological history of visual art throughout the world. In it, Julian Bell attempts to show how art mirrors world history and reveals aspects of reality that might otherwise have remained unseen.


**Discuss Genre and Set Purpose**

**ART HISTORY** Guide students to discuss the elements of a history of art, such as chronological organization and images of the art.

**SET PURPOSE** Help students set a purpose for reading, such as to learn how art and history are related.

**TEXT COMPLEXITY RUBRIC**

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th><strong>from Mirror of the World: A New History of Art</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative Measure</strong></td>
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</tr>
<tr>
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<tr>
<td><strong>Qualitative Measures</strong></td>
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<tr>
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</tr>
<tr>
<td>Language Convenionality and Clarity</td>
<td>sophisticated descriptions</td>
</tr>
<tr>
<td>Knowledge Demands</td>
<td>extensive knowledge of religion, history, and art required</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>multiple topics</td>
</tr>
</tbody>
</table>
Academic Vocabulary

Read each word with students and discuss its meaning.

- **revel** (p. 135) • noisy, wild celebration
- **diffusing** (p. 191) • being spread out and softened
- **wistfully** (p. 221) • with sad thoughts about something that made you happy in the past
- **legerdemain** (p. 247) • sleight of hand, trickery

**FIRST READ**

**Think Through the Text**

Have students cite text evidence and draw inferences to answer the following questions.

**pp. 134–135** • *In what way is Night Revels of Han Xizai similar to a documentary?* The artist was asked to record the lifestyle of Han Xizai, one of the emperor’s ministers. *What does the work reveal about what it was like to live in Han Xizai’s time?* Han Xizai had access to wealth and parties; even though he was a minister, he had leisure time; music was valued.

**pp. 154–155** • *What does the intricate plasterwork inside the Alhambra’s “Hall of the Kings” imply about the palace and, by extension, the king who ruled from it?* The plasterwork dissolves the boundaries of the building, implying that the palace—and the power of its king—are infinite.

**pp. 247–249** • *How do we, the viewers, share in the experience of Las Meninas by Velázquez?* The subjects of the work are looking out at the king and queen (reflected in the mirror), but it also seems as if they are looking out at the viewer as well.

**SECOND READ**

**Analyze the Text**

- Consider Bell’s assertion on page 190 that experiencing art is the act of engaging the visible and the invisible. *How does Leonardo da Vinci’s work exemplify this idea?* *Sample answer:* Leonardo’s work exemplifies this idea because the viewer must engage the invisible aspects of his work—shifts in energy; quasi-scientific investigation into “what is” via the visual medium itself; the way his figures fade into dimness, such as in *Virgin and Child with St. Anne.*

- On page 221, Bell offers the idea that the culture of large civilizations does not always move in leaps, contrary to conventional thought. *How is Seven Junipers illustrative of this idea?* Seven Junipers evokes the earlier work of Wen’s teacher; its style harkens back even earlier than that; the accompanying poem praises “antiquity” and nostalgically longs for “days gone by.”

**Domain Specific Vocabulary**

- **paparazzi** (p. 133) • photographers who take candid, unauthorized photos of celebrities
- **avant-gardes** (p. 140) • people engaged in a new form of art
- **putti** (p. 235) • child-like winged figures

**ELL**

**ENGLISH LANGUAGE LEARNERS**

**RI 1**

**Use Visuals**

Guide students to think of adjectives that describe the various works of art in the text. Then have them use the words in complete sentences about those works.

**RESPOND TO SEGMENT 1**

**Classroom Collaboration**

Have partners discuss and summarize the concepts learned in this segment. If more than one student has the same question, open that question up to a class discussion.
**Domain Specific Vocabulary**

Robespierre (p. 299) • a leader of the French Revolution in the 1780s

scumble (p. 301) • a glaze that is thinly painted over paintings to make their colors shiny

**Academic Vocabulary**

Read each word with students and discuss its meaning.

- **exuberance** (p. 260) • energy, enthusiasm
- **fulsome** (p. 300) • marked by abundance
- **terser** (p. 300) • brief and direct in a way that is almost rude
- **martyr** (p. 300) • a person who suffers for a cause

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 285–286** • What ancient Hindu story is depicted in Radha Pining in the Wilderness on page 285? Radha is trying to attract the attention of the god Krishna. What is the significance of the sky being the same color as his skin? This indicates that his godly presence permeates everything and that he is all around her. [RI 1]

- **pp. 306–308** • How did Caspar David Friedrich’s landscapes represent a break from old ideas about spirituality and religion in art? Friedrich’s landscapes argued for the beauty of nature as a religious experience; the viewer is offered a chance to spiritually engage with nature as opposed to being presented with an explicitly religious image. [RI 7]

- **pp. 339–341** • Why is Monet’s Impression: Sunrise an Impressionist painting? Monet is not concerned with a realistic rendering of the objects in the painting; rather, he painted his own sensual, temporary impression of what he saw. [RI 7]

**SECOND READ**

**Analyze the Text**

- **What aspects of David’s Death of Marat make it so truthful?** Sample answer: The painting boldly puts Marat between nothing above (where angels would be placed in seventeenth-century “martyr” paintings) and the bloody bath below; the work has a Neoclassical terseness to it; the dedication to Marat is simple and bare. [RI 7]

- **In what way is Gauguin’s The Vision After the Sermon a Symbolist work?** It has a Catholic theme; it is concerned with a vision that the villagers think they are seeing as opposed to something factual that they are actually seeing. What traits show a departure from naturalism and realism? Its striking red sections reflect an influence of stained glass windows from the medieval era; the apple trees and the wrestlers are stylistically related to Japanese prints. [RI 7]
WRITE & PRESENT

1. Have small groups address this question: How do works of art reveal unseen realities or truths? Students should integrate the text written by Julian Bell with the works of art presented visually.

2. Students draft an explanatory essay about how one of the works of art from the book reveals unseen realities or truths. Encourage students to cite both visual and text evidence to defend their ideas.

3. Students exchange essays and offer suggestions for revising and editing.

4. Students present their essays to the class.

5. Students submit their essays to the teacher.


STUDENT CHECKLIST

Writing

✔️ Write an essay describing how a work of art in Mirror of the World reveals unseen realities or truths.

✔️ Cite both visual and text evidence.

✔️ Use correct language conventions.

Speaking & Listening

✔️ Present information and supporting evidence.

✔️ Convey a clear and distinct perspective.

✔️ Demonstrate a command of formal English.

FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 371–374 • How did Picasso’s Les Demoiselles d’Avignon represent a severe break from traditional portraiture? Picasso defiantly refuses to depict the women realistically—indeed he goes a step further on the right side of the canvas when he transforms their faces into African sculptures; he is concerned with his subjects’ inner essences.

pp. 429–433 • What was the “pop art” principle underlying Warhol’s Brillo Boxes? an engagement with (and critique of) the highly commercial world in which art had come to operate. In what way was Warhol’s extraordinary success ironic? Though Warhol’s work contained a critique of celebrity, Warhol himself became a celebrity.

SECOND READ

Analyze the Text

• How did Kandinsky, the Cubists, and Duchamp do away with the long tradition in painting of depicting objects? Sample answer: Rather than asking the viewer to identify what object he had painted, Kandinsky’s wild and abstract landscapes invited viewers’ eyes to land wherever they liked.

• How does Bell connect the final section on pages 462–466 to the idea of art as the mirror of the unseen? Sample answer: On p. 466, Bell says that what is beautiful and life-changing in art is beyond description, or unseen.

Independent/Self-Selected Reading

Have students read other sections of Mirror of the World to practice analyzing works of art on their own, or have them practice the skills using another book, such as:

• The Visual Arts: A History by Hugh Honour and John Fleming

• Janson’s History of Art: The Western Tradition (8th Edition) by Penelope J. E. Davies et al.
*OBJECTIVES*

- Support inferences with text evidence
- Determine the central idea of the text
- Gather information from multiple sources

**Options for Reading**

**Independent**  Students read the report independently or with a partner and then answer questions posed by the teacher.

**Supported**  Students read the report and answer questions with teacher support.

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**FedViews**

by Mary C. Daly

**SUMMARY**  Daly analyzes economic conditions midway through 2009. Although her conclusions are guardedly optimistic, she acknowledges economic challenges. With graphs and text, Daly illuminates the complex interactions among financial, housing, and labor markets and the impact of government intervention and consumer spending.

**ABOUT THE AUTHOR**  Mary C. Daly holds a doctorate in economics. She publishes extensively in economic journals as well as through the Federal Reserve Bank of San Francisco.

**Discuss Genre and Set Purpose**

**REPORT**  Guide students to discuss how the purpose of a report is to provide information on a specific topic for a specific purpose—often for the purpose of making a decision.

**SET PURPOSE**  Help students set a purpose for reading the report, such as to understand Daly’s outlook on the economy or to become better informed about factors that influence economic conditions.

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**TEXT COMPLEXITY RUBRIC**

**Overall Text Complexity**

<table>
<thead>
<tr>
<th>Qualitative Measures</th>
<th>FedViews Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexile</td>
<td>N/A</td>
</tr>
<tr>
<td>Text Structure</td>
<td>some sophisticated graphics occasionally may be essential to understanding the text</td>
</tr>
<tr>
<td>Language Conventionality and Clarity</td>
<td>general academic and domain specific language</td>
</tr>
<tr>
<td>Knowledge Demands</td>
<td>extensive knowledge of economics required</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>single topic</td>
</tr>
</tbody>
</table>

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**Common Core Connection**

RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 2 determine two or more central ideas of a text/analyze their development/provide summary; RH 7 integrate/evaluate multiple sources of information in different media/formats/words to address question or solve problem; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective.

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218  Exemplar Instructional Resource
WRITE & PRESENT

1. Have students work in groups to integrate the information provided by Mary C. Daly with the data presented visually in the FedViews report. Then have groups come up with a list of questions or problems raised by their evaluation of the evidence.  

2. Students write a draft of an e-mail to Daly asking one of the questions or solving one of the problems on their list.

3. Students exchange e-mails and offer suggestions for revising and editing.

4. Students present their e-mails to the class.

5. Students submit their e-mails to the teacher.  


STUDENT CHECKLIST

Writing

✔ Write an e-mail asking a question or solving a problem raised by the evidence in FedViews.

✔ Cite examples from the text.

✔ Use correct language conventions.

Speaking & Listening

✔ Participate in a collaborative discussion.

✔ Present information clearly.

✔ Demonstrate a command of formal English.

Academic Vocabulary

Read each word with students and discuss its meaning.

adverse (paragraph 1) • negative
fiscal (paragraph 3) • economic or financial
temper (paragraph 12) • reduce
abated (paragraph 13) • reduced

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

paragraphs 1–15 • What is Daly’s overall outlook for the economy after 2009? She believes the economy will gradually improve, with some challenges. Why does she think so? Financial markets are improving; housing markets are stabilizing; consumer spending is stabilizing. However, the labor market is struggling, and she expects state budget gaps.  

graphs • According to the graphs, when did labor markets begin to show signs of economic crisis? 2007 How do you know? The job losses graph shows a sharp drop; the unemployment graph shows a steep spike.

SECOND READ  Analyze the Text

• What factor does Daly describe that could interrupt the feedback loop? Sample answer: In the third paragraph, Daly says that income from the federal stimulus and increased consumer confidence could stabilize consumer spending.

• Based on the information in the report, how can employment, spending, and manufacturing interact in an adverse feedback loop? Sample answer: Job losses leave consumers with less money to spend. When people buy fewer things, production declines. Lower production leads to fewer jobs. Employment drops, continuing the cycle.

Independent/Self-Selected Reading

If students have already demonstrated comprehension of FedViews, have them practice the skills using another text, such as:

• “The FP Survey: The Economy,” Foreign Policy, October 8, 2012  
  www.foreignpolicy.com/articles/2012/10/08/the_fp_survey_the_economy

• FedViews, July 14, 2011, Mary C. Daly  
  http://www.frbsf.org/publications/economics/fedviews/20110714/
**Innumeracy: Mathematical Illiteracy and Its Consequences**

by John Allen Paulos

**SUMMARY** John Allen Paulos explains how ignorance of mathematics leads to confusion and misinterpretation of everyday information. His true stories of commonplace math and probability errors, told with a touch of humor, and his careful untangling of erroneous beliefs, help readers gain a new appreciation of the real numbers in their lives.

**ABOUT THE AUTHOR** John Allen Paulos, a professor of mathematics at Philadelphia’s Temple University, is a noted speaker and writer. In 2003, he received the American Association for the Advancement of Science award for promoting public understanding of science.

**Discuss Genre and Set Purpose**

**INFORMATIONAL TEXT** Guide students in discussing how the purpose of informational text is to explain or explore information about a topic.

**SET PURPOSE** Have students decide on a purpose for reading the book, such as understanding how mathematics relates to everyday life.
FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer the following questions.

pp. 1–32  • What example does the author use to show the difference between a million and a billion? On p. 12, he tells how long it takes for a million seconds to pass (11.5 days), then for a billion seconds to pass (32 years).  RI 1

pp. 33–48  • How does the stock market scam described on pp. 42–44 use large numbers? The scammer sends a large number of letters with certain predictions; then another letter only to those who got the correct prediction. This goes on until about five hundred people have gotten only the correct predictions; then, the scammer asks them for money.  RI 1

pp. 49–65  • What is the Poisson probability distribution, and what is its use? The Poisson probability distribution is a mathematical formula with which it is possible to accurately predict rare events.  RI 1

SECOND READ  Analyze the Text

• In Chapter 1, what two concepts does Paulos claim that many people do not adequately grasp? Sample answer: the actual size of large numbers and the significance of tiny numbers when multiplied  RI 2

• What is the central idea of Chapter 2? Sample answer: that events that seem unlikely or coincidental to many people are mathematically quite probable  RI 2

Academic Vocabulary

egregious (p. 4) • extraordinarily bad
solecisms (p. 4) • statements that are not proper or correct
arcane (p. 11) • known only by a few
efficacy (p. 44) • the ability to work as intended
negligible (p. 63) • so small as not to deserve attention

Domain Specific Vocabulary

probability (p. 9) • likelihood; the ratio of actual occurrences to possible occurrences
innumeracy (p. 9) • the lack of understanding of mathematical processes
additivity (p. 19) • ability to be added

ELL  ENGLISH LANGUAGE LEARNERS

Use Peer Supported Learning

Direct students’ attention to the comparison of a million seconds and a billion seconds on page 12. Have students work in a group to explain this comparison in their first languages, using numerals as well as the words million and billion. Then have the students give the comparison in English.

RESPOND TO SEGMENT 1  Classroom Collaboration

Have small groups work together to create a summary of the segment and ask questions about anything they don’t understand.
Academic Vocabulary

Read each word with students and discuss its meaning.

**abstruse** (p. 70) • difficult to understand
**conductivity** (p. 73) • the ability to conduct energy
**auxiliary** (p. 84) • acting to supplement
**counterproductive** (p. 90) • having the opposite effect to the one intended
**convoluted** (p. 118) • complicated

**FIRST READ** Think Through the Text

Have students use text evidence and draw inferences to answer questions.

**pp. 66–84** • According to Paulos, in which pseudosciences are innumerate people likely to believe? parapsychology; predictive dreams; astrology; alien visitors in UFOs; fraudulent medical treatments  
**pp. 85–88** • How did the author use math to win money at a casino? He used conditional probability and kept track of what cards were played. How does conditional probability operate in a card game? As cards are used, the group of remaining cards gets smaller and the probability of certain cards appearing gets higher. When you keep track of which cards appear, you can figure out how probable it is that any of the remaining cards will be drawn.

**pp. 89–132** • What problem does Paulos find with testing for drugs, diseases, and lying? On p. 90 Paulos states that many of these tests are not very accurate and produce significant false positives. Paulos points out that people who falsely test positive may be subject to stigma or discrimination.

**SECOND READ** Analyze the Text

• According to Paulos, if you can’t disprove, or refute, someone’s claim, does that mean the claim is true? Sample answer: No. Not being able to prove something is false is not the same thing as proving that it is true. To prove something is true, you must provide evidence for it.

• Why do we pay attention more to coincidences than to non-coincidences? Sample answer: On pages 110–112, Paulos explains that the brain filters out familiar things we’re used to and pays more attention to unusual things like coincidences. The brain looks for patterns, so quickly notices coincidences. What meaning can we glean from coincidences? Coincidences happen often and do not usually have any special meaning.
WRITE & PRESENT

1. Have pairs or small groups of students determine two or more central ideas of the text and analyze their development, citing examples and stories presented by the author.  
   ✔ RI 2

2. Students write a draft of an explanatory essay summarizing the central ideas of the book and their development.  
   ✔ W 2

3. Students exchange essays and offer suggestions for revising and editing.  
   ✔ W 4

4. Students present their essays to the class.  
   ✔ SL 4

5. Students submit their essays to the teacher.  
   ✔ W 5


STUDENT CHECKLIST

Writing

✔ Write an essay summarizing the book’s central ideas.

✔ Cite text evidence.

✔ Use correct language conventions.

Speaking & Listening

✔ Present information and supporting evidence.

✔ Convey a clear and distinct perspective.

✔ Demonstrate a command of formal English.

FIRST READ

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 133–141 • When and how did probability theory and statistics begin? 
On p. 141, Paulos states that they both began in the seventeenth century. Probability theory was developed for gambling, and statistics began when people began compiling mortuary tables.  
   ✔ RI 1

pp. 142–162 • What is the difference between Type 1 errors and Type 2 errors in the application of statistics? In Type 1 errors, a true hypothesis is rejected; and in Type 2 errors, a false hypothesis is accepted.  
   ✔ RI 1

pp. 162–180 • What is the “broad base” fallacy? On p. 168, Paulos explains that the “broad base” fallacy is the practice of citing an absolute number of instances of a rare event instead of the probability of its occurrence.  
   ✔ RI 1

SECOND READ

Analyze the Text

• When two events are correlated, does that mean one caused the other? No, correlation often happens without causation. Why is it important to understand the difference between correlation and causation? If you don’t understand the difference, you might make a mistake in determining causes and effects.  
   ✔ RI 2

• What was Paulos’s purpose in writing the book? The author wanted to help people appreciate the role of randomness in their lives.  
   ✔ RI 6

Independent/Self-Selected Reading

If students have already demonstrated comprehension of Innumeracy, have them practice the skills using another book, such as:

• Reading Between the Numbers: Statistical Thinking in Everyday Life by Joseph Tal

• A Mathematician Reads the Newspaper by John Allen Paulos  
   ✔ RI 10
OBJECTIVES

- Determine two or more central ideas of the text
- Analyze the development of the central ideas
- Analyze text using text evidence

The Tipping Point is broken into three instructional segments.

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<th>SEGMENT</th>
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<td>2</td>
<td>89–192</td>
</tr>
<tr>
<td>3</td>
<td>193–280</td>
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Options for Reading

Independent Students read the book independently or with a partner and then answer questions posed by the teacher.

Supported Students read a segment and answer questions with teacher support.

Discuss Genre and Set Purpose

INFORMATIONAL TEXT Remind students that authors of informational texts often draw conclusions based on evidence from scientific studies, personal experience, and statistics. Have students look through the text to see what kind of evidence Gladwell uses to support his argument.

SET PURPOSE Help students set a purpose for reading, such as to understand and evaluate Gladwell’s understanding of human behavior.

The Tipping Point

by Malcolm Gladwell

SUMMARY The author argues that social behavior, like disease, can spread as an epidemic. He examines the various factors that can bring a trend to the “tipping point” when it becomes widespread. The Law of the Few describes the three types of people who are most effective at spreading social epidemics. The Stickiness Factor highlights what makes a message “sticky,” or memorable. The Power of Context deals with how small environmental changes can transform people’s behavior.

ABOUT THE AUTHOR Malcolm Gladwell was born in England and grew up in Ontario, Canada. He has worked as a reporter and as a staff writer for The New Yorker magazine. Gladwell has won a National Magazine Award, been named one of Time magazine’s one hundred most influential people, and written four New York Times bestsellers.

TEXT COMPLEXITY RUBRIC

Overall Text Complexity

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</thead>
<tbody>
<tr>
<td>The Tipping Point</td>
<td>1160L</td>
</tr>
</tbody>
</table>

Qualitative Measures

- Text Structure: more difficult social studies concepts
- Language Conventionality and Clarity: clear, direct language
- Knowledge Demands: some specialized knowledge required
- Purpose/Levels of Meaning: implied, but easy to identify from context

Common Core Connection

RI 2 determine two or more central ideas of a text/analyze their development/provide summary; RI 3 analyze a set of ideas or sequence of events/explain how individuals, ideas, or events interact and develop; RI 4 determine the meaning of words and phrases, including figurative, connotative, and technical meanings/analyze how author uses and refines meaning.
**First Read**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

pp. 3–14 • What is the “tipping point”? the moment when there is enough critical mass for a change to occur. In what ways does Gladwell suggest that human behavior is like a virus? Both are contagious and can spread easily. 📘 RI 2

pp. 15–29 • What three rules does Gladwell suggest can explain how an epidemic is “tipped”? What does he mean by each one? The Law of the Few is that just a few influential people can cause an epidemic to spread. The Stickiness Factor explains how messages are made memorable. The Power of Context refers to the way people react to small details in their environment. 📘 RI 2

pp. 30–88 • What traits make someone an effective Connector? knowing a lot of people in different worlds, enjoying weak social ties, seeing possibility in everyone. What characteristics make Mavens effective spreaders of social epidemics? They are knowledgeable and enjoy sharing information and helping others. Describe how Salesmen persuade other people. They draw others in, including through subtle gestures and rhythms, and are able to pass their emotional states to others. 📘 RI 4

**Second Read**

**Analyze the Text**

- Review pages 30–88. Ask: Do you know anyone who fits the description of a Connector, a Maven, or a Salesman? How does that person's behavior affect you and others? Do these effects match Gladwell's descriptions? Answers will vary but students should cite the text in responses. 📘 RI 4

- Ask: In what way is Paul Revere a good example of the Law of the Few? He was able to spread a message widely and effectively because he combined qualities of a Connector—knowing many people—and a Maven—having special information about the movement of the British. 📘 RI 3

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**Academic Vocabulary**

Read each word with students and discuss its meaning.

**incremental** (p. 8) • occurring gradually, by small steps

**self-recrimination** (p. 27) • the act of adding to one's guilt by making accusations against oneself

**idiosyncrasies** (p. 43) • strange or unique qualities

**synchronized** (p. 83) • happening at the same time

**pantomime** (p. 88) • telling a story through body movement

**Domain Specific Vocabulary**

**epidemics** (p. 7) • widespread outbreaks of diseases, behaviors, or events

**geometric progression** (p. 11) • a sequence of numbers where the ratio of each one to the one before is always the same

**virology** (p. 22) • the scientific study of viruses

---

**ELL Learners**

**Use Peer Supported Learning**

Have students generate adjectives in their native language that describe Connectors, Mavens, and Salesmen. Then have students translate these words into English and present them to the class. Invite other students to match each adjective with the correct personality type.

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**Respond to Segment 1**

**Classroom Collaboration**

Have small groups work together to summarize the book so far. Have them ask questions about what they don't understand.
Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 89–132 • What is the quality of “stickiness”? being memorable enough to inspire action or change What kinds of changes can increase a message’s stickiness? Sample answers: being more interactive; being tailored to a specific audience, such as preschoolers  ■ RI 4

pp. 133–168 • Why is context so powerful? People are very sensitive to even tiny changes to their environment. Why is context relevant to crime prevention? People are less likely to commit serious crimes in areas that are well cared for and do not permit minor illegal activity. ■ RI 2

pp. 169–191 • What is special about the number 150, according to the anthropologist Robin Dunbar? It is about the maximum number of other people with whom the human brain allows an individual to have meaningful social relationships. ■ RI 1

Analyze the Text

• Review pages 89–132 with students. Ask: Why might it be important to make a message “sticky”? Sample answer: because a message that sticks in people’s memory can help people learn and can spread important public service and public health announcements more effectively ■ RI 1

• Have students revisit pages 133–191. Ask: How are the Law of the Few and the Power of Context similar? Both show the effects of small or subtle details, either in others or in the environment, on individuals’ behavior. ■ RI 3
### WRITE & PRESENT

1. Have small groups discuss Gladwell’s ideas about how social behavior spreads and how these ideas develop and interact over the course of the text.  

2. Students draft an essay about one of the three causes of social epidemics that Gladwell presents and how it interacts with the other causes.  

3. Have students share their work with partners and offer suggestions for revising and editing. Students edit their writing based on these suggestions.  

4. Have students present their final essays to their classmates. Ask students to respond to the ideas in one another’s essays.  

5. Students submit their final essays to the teacher.  


### STUDENT CHECKLIST

**Writing**
- Write an essay about one of the three causes of social epidemics.  
- Explain how the causes interact.  
- Cite text evidence.

**Speaking & Listening**
- Present information and supporting evidence clearly.  
- Develop a clear and coherent style appropriate to the purpose.  
- Demonstrate a command of formal English.

### Academic Vocabulary

- **equilibrium** (p. 194) • a state of balance  
- **diffusion** (p. 196) • the spread of culture between people or groups  
- **ideation** (p. 219) • the act of conceiving an idea  
- **aversive** (p. 234) • causing avoidance

### FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

**pp. 193–252 • What qualities does an Innovator have?** An Innovator feels different from others, thinks about the big picture, and sets trends. How did DeeDee Gordon’s network of Innovators help her act as a Maven? They gave her information so she could become an expert on new trends that might affect Airwalk’s advertising and business.  

**pp. 253–280 • What two unexpected actions are important to start a successful epidemic of social behavior?** It is important to use focused, concentrated resources on targeted areas and to measure the results of such actions.

### SECOND READ  Analyze the Text

- Have students review what they have learned about the Law of the Few. Ask: How have the roles of Connectors, Mavens, and Salesmen in the Airwalk case study developed? Sample answer: In the case study, their roles have become more specific. They act as translators, to bridge the gap between specialists and the general public.  

### Independent/Self-Selected Reading

Have students reread *The Tipping Point* independently to practice analyzing the text on their own, or have them practice the skills using another book, such as:

- **Blink** by Malcolm Gladwell  
- **Freakonomics** by Steven D. Levitt and Stephen J. Dubner
“Gravity in Reverse: The Tale of Albert Einstein’s ‘Greatest Blunder’”
by Neal DeGrasse Tyson

SUMMARY In the article, Tyson presents an entertaining and enlightening account of the journey from Einstein’s thought experiments and theory of general relativity to the discovery of dark energy. The animation of Einstein’s “thought experiments” illustrates key concepts about acceleration, gravity, mass, and space-time.

ABOUT THE AUTHOR Neal DeGrasse Tyson is an astrophysicist who shares his passion for studying the mysteries of the universe in a variety of ways. He is the recipient of numerous awards and honorary degrees.

Discuss Genre and Set Purpose

INFORMATIONAL TEXT Have students scan the first few paragraphs of the article to identify words that give clues that the text is providing information on a science topic.

SET PURPOSE Help students set a purpose for reading, such as understanding Einstein’s thought experiments.

TEXT COMPLEXITY RUBRIC

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th>“Gravity in Reverse: The Tale of Albert Einstein’s ‘Greatest Blunder’”</th>
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<td>Language Conventionality and Clarity</td>
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<tr>
<td>Knowledge Demands</td>
<td>extensive knowledge of science required</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>implied, but easy to infer</td>
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</table>

OBJECTIVES
- Gather information from multiple sources
- Determine the central ideas of each text
- Describe the connection between ideas in the texts

SEGMENTS

SEGMENT 1. . . . . “Einstein Thought Experiments”
SEGMENT 2. . . . . pp. 53–56
SEGMENT 3. . . . . pp. 57–60

Options for Reading

Independent Students read the article and view the animations independently and then answer questions posed by the teacher.

Supported Students read or view a segment with a partner and then answer questions with teacher support. Encourage students to read a segment independently.

Common Core Connection
RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 2 determine two or more central ideas of a text/analyze their development/provide summary.
**SEGMENT 1  “Einstein Thought Experiments”**

**Academic Vocabulary**
Read each word with students and discuss its meaning.
- **accelerate** • speed up
- **contract** • shrink
- **phenomenon** • fact or condition that can be observed
- **mass** • measurement of how much matter, or substance, an object contains

**FIRST READ**  **Think Through the Text**
Have students use text evidence and draw inferences to answer the following questions.

**First Animation** • Why does Einstein have to use a thought experiment to answer his question about what he would see if he traveled at the speed of light? Sample answer: He can’t conduct a physical experiment, because if he traveled at the speed of light, time would stop. ▶ RI 2

**Second Animation** • What does Einstein’s thought experiment reveal about the relationship between gravity and acceleration? Sample answer: Gravity and acceleration are the same thing. We feel gravity because we are accelerating through space-time. ▶ RI 2

**Third Animation** • How does the animation clarify the effect of mass on space-time? Sample answer: By showing how the “surface” of space-time bends when a mass is added, the animation illustrates how mass creates a “dimple” in space-time and how the dimple creates the curve for a smaller object’s orbit. ▶ RI 1

**SECOND READ**  **Analyze the Text**
- What do all three animations reveal about our experience of our everyday world? Sample answer: The animations reveal that the appearance of our everyday world is determined by forces and relationships that we can’t see. ▶ RI 2
- What do the theories illustrated in the three animations have in common? Sample answer: The theories are all about relationships between phenomena. The first theory is about the relationship between time and the speed of light, the second theory is about the relationship between acceleration and gravity, and the third theory is about the relationship between mass and gravity. ▶ RI 2

**RESPOND TO SEGMENT 1**  **Classroom Collaboration**
Have small groups work together to summarize what they learned from each animation. Have students identify unfamiliar technical terms and ask questions about what they don’t understand.
Think Through the Text

Have students use text evidence and draw inferences to answer the following questions.

**pp. 53–54** • Why does the author say that to understand cosmology we must understand Einstein? Sample answer: Einstein’s theory of general relativity and his cosmological considerations underlie the math for how everything in the universe moves under the influence of gravity. It is one of the most powerful and far-reaching theoretical models ever devised.  

**pp. 55–56** • How did lambda create balance in Einstein’s 1918 model of the universe? It prevented the universe from expanding or contracting by opposing gravity.  

**pp. 55–56** • What questions or problems did the concept of lambda create? Sample answer: Nothing else in the universe was like lambda; lambda could not be observed just because it was named; using lambda in the equations created a balance that was very unstable.

Analyze the Text

- What was the scientific dilemma created by a static but unstable model of the universe, and how was it resolved? Sample answer: The model worked mathematically and was consistent with the existing theory that the universe was static. However, for the model to work, scientists had to accept that the universe as a whole was an exception to the laws of nature. The problem was resolved when Hubble observed evidence that the universe is not static, and the theory was adjusted.

- What does the quotation “Matter tells space how to curve; space tells matter how to move.” mean? Ask: How does the quotation explain the movement of planets around the sun? Sample answer: In our heliocentric solar system, the mass of the sun creates a distortion in space that causes the nearby masses, or planets, to orbit the sun by moving around the curve that the mass of the sun creates by distorting space.
WRITE & PRESENT

1. Have students work in groups to identify three examples in “Gravity in Reverse” of a mismatch between theory and observation in the study of the universe. Encourage students to take notes on the reasons for the mismatches and how each mismatch was eventually resolved.

2. Students draft an explanatory essay that integrates the information from one or more of the animations with the information provided by Neal DeGrasse Tyson in “Gravity in Reverse” to explain how theory and observation interact in the study of the universe.

3. Students exchange drafts to revise and edit.

4. Students present their essays to the class.

5. Students submit their essays to the teacher.


STUDENT CHECKLIST

Writing

✔ Write an essay explaining how theory and observation interact.

✔ Cite evidence from the text and the animations.

✔ Use correct language conventions.

Speaking & Listening

✔ Participate effectively in a collaborative discussion.

✔ Make a connection.

✔ Convey a clear and distinct perspective.

“Gravity in Reverse” • 231
from *Google Hacks*
by Rael Dornfest, Paul Bausch & Tara Calishain

**SUMMARY** This manual provides tricks and tips for making the most efficient use of the Google search engine, as well as useful information about the many services that Google provides.

**ABOUT THE AUTHORS** Rael Dornfest has edited, contributed to, and coauthored various manuals; he has also developed freeware. Paul Bausch is an independent web developer. Tara Calishain is a magazine columnist and the editor of a weekly newsletter on Internet searching.

**Discuss Genre and Set Purpose**

**MANUAL** Guide students to discuss how the purpose of manuals is to provide instructions. Have students scan the book and note the variety of text features, such as visuals and subheads. Discuss how text features can help clarify complex instructions.

**SET PURPOSE** Help students set a purpose for reading, such as identifying different categories of Google hacks.

**TEXT COMPLEXITY RUBRIC**

<table>
<thead>
<tr>
<th>Overall Text Complexity</th>
<th>from <em>Google Hacks: Tips and Tools for Finding and Using the World’s Information</em></th>
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<tbody>
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<td>Quantitative Measure</td>
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<td>Purpose/Levels of Meaning</td>
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<td>multiple topics</td>
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**Common Core Connection**

- **RI 1** cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; **RI 5** analyze/evaluate effectiveness of the structure author uses; **RI 6** determine author’s point of view or purpose, analyzing how style/content contribute; **RI 7** integrate/evaluate multiple sources of information in different media/formats/words to address question or solve problem
Academic Vocabulary

Read each word with students and discuss its meaning.

- **query** (p. 27) • question
- **archive** (p. 32) • a collection of information
- **terminology** (p. 50) • special terms or expressions used in a field
- **variable** (p. 58) • something that changes or can be changed
- **finite** (p. 114) • limited
- **geographic** (p. 145) • relating to an area

**FIRST READ**  
**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. xxiii–33** • What is a “hack”?  
  A “hack” is a tip, trick, or technique that can help narrow down a search or provide useful information about accessing data or services on Google.  
  Why is it useful to learn Google hacks? Google offers billions of pages of data and a number of services. Using hacks makes it possible to zero in on desired information.  

- **pp. 34–84** • To what kind of user might Hack #3 appeal?  
  Sample answer: one who is more visually than verbally oriented

- **pp. 85–167** • What kinds of text features can you find in Chapter 2?  
  screen images, code, heads, subheads, pushpin icons, screw icons, graphs, charts, section-identifying icons  
  Are they helpful? Why or why not?  
  Sample answer: Yes; they make it easier to understand the sequence of information in the text.

**SECOND READ**  
**Analyze the Text**

- **Review pp. 6–14** and discuss the meaning of the word syntax. Ask:  
  Why is understanding how to use syntax important?  
  Sample answer: Syntax, correctly used, is the foundation of all successful searches.

- **What evidence is there in Chapter 2 that readers are assumed to have a programming background?**  
  The chapter contains a lot of code, which programmers understand.

- **Have students evaluate the organization of the book thus far.** Ask:  
  How is the material organized, and is the organization effective?  
  Sample answer: The book begins with more general content, which means that even if readers have trouble with subsequent material, they at least are grounded in the basics.

- **What have the authors done to create consistency in each section?**  
  Sample answer: Nearly all of the hacks include the subheads “The Code,” “Running the Hack,” and/or “Hacking the Hack.”

**Domain Specific Vocabulary**

- **syntax** (p. 6) • the way in which words are put together
- **cache** (p. 69) • a place for storage
- **interface** (p. 85) • the area where different things meet and communicate with or affect each other
- **scraping** (p. 129) • removing specific bits of information from a web page

**Cognates**

Students may know some of the academic and technical vocabulary in their first language. For example, the following Spanish cognates may be familiar to some students:  
archive/archivo, cache/cache, syntax/sintaxis.

Encourage students to review the meaning of these words and to look for additional cognates as they read.

**RESPOND TO SEGMENT 1**  
**Classroom Collaboration**

Have small groups work together to create a summary of the first segment and ask questions about anything they don’t understand.
Domain Specific Vocabulary

- **automate** (p. 219) • to make something operate by itself
- **bot** (p. 248) • a program that performs routine tasks

Academic Vocabulary

- **cluster** (p. 168) • similar things grouped together
- **hierarchy** (p. 173) • levels with different importance or status
- **commentary** (p. 204) • explanations
- **functional** (p. 258) • designed to have a practical use

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

- **pp. 168–218** • How does Google News avoid clogging the results page with information about a breaking story? Similar stories are grouped in clusters. What does this reflect about Google’s approach? Google attempts to make searches simple and straightforward.  

- **pp. 219–225** • Why might Hack #45 appeal to a less techno-savvy audience than other hacks in this chapter? Blogging is very popular, and this hack does not include any code. This hack gives straightforward directions for creating and posting content to a blog.

- **pp. 248–259** • What are some options for mobile communications? Google is accessible by PDAs, smartphones, cell phones, SMS, Froogle, and Google Maps. How do visuals make the descriptions of these options clear? Visuals of cell phones show exactly which links the user can click to access these options.

**SECOND READ**

**Analyze the Text**

- **Why might you need to do an advanced news search rather than just searching by keywords?** Sample answer: A keyword search will return results with the keywords anywhere in the posting subject, body, group name, or author name. This may return an overwhelming number of results, and an advanced search may be needed to narrow them down.

- **Have students review pp. 235–237. Ask:** What do the screen grabs of Google Desktop portray that the text alone is unable to describe? Sample answer: The screen grabs give three examples of results for a phrase search. Each image is extremely detailed. Studying both the text and the images creates the clearest understanding of the content.
**WRITE & PRESENT**

1. Have students work in groups to analyze the hierarchical relationships between phrase searches and searches that use basic Boolean operators.

2. Students draft an explanatory essay analyzing the hierarchical relationships between phrase searches and searches that use basic Boolean operators. Encourage students to cite text evidence to support their ideas.

3. Students share their work with partners and offer suggestions for revising and editing.

4. Students present their work to the class.

5. Students submit their work to the teacher.


**STUDENT CHECKLIST**

**Writing**

- Write an essay analyzing the relationship between phrase searches and basic Boolean searches.

- Cite text evidence.

- Use correct language conventions.

**Speaking & Listening**

- Present information and supporting evidence.

- Convey a clear and distinct perspective.

- Demonstrate a command of formal English.
OBJECTIVES

- Analyze scientific text using text evidence
- Determine the meanings of Higgs field, Higgs particle (boson), and other scientific words and phrases
- Identify key relationships and interactions between the Higgs field, Higgs particle, and mass

**TEXT COMPLEXITY RUBRIC**

<table>
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**“The Mysteries of Mass” is broken into three instructional segments.**

**SEGMENTS**

SEGMENT 1 from beginning to “The Higgs Mechanism”
SEGMENT 2 from “The Higgs Mechanism” to “Testing the Theory”
SEGMENT 3 from “Testing the Theory” to end

**Options for Reading**

**Independent** Students read the article independently and then answer questions posed by the teacher.

**Supported** Students read the article in pairs or small groups. Students answer questions about scientific terms and processes with teacher support.

**Common Core Connection**

RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 2 determine two or more central ideas of a text/analyze their development/provide summary; RI 3 analyze a set of ideas or sequence of events/explain how individuals, ideas, or events interact and develop

**SUMMARY** Physicist Gordon Kane describes what physicists know and do not know about how mass is formed in the universe. An atom’s protons and neutrons, for example, are made of smaller particles called elementary particles. How these irreducible elementary particles acquire mass is a mystery. The author describes the framework of understanding that scientists have built and are using to investigate the mysteries of why elementary particles have mass, why their masses are so different, and how mass forms.

**ABOUT THE AUTHOR** Gordon Kane, a leading physicist and particle theorist, is the director of the Michigan Center for Theoretical Physics at the University of Michigan at Ann Arbor.

**Discuss Genre and Set Purpose**

**INFORMATIONAL TEXT** Guide students in discussing how the purpose of an informational text is to explain or explore information about a topic in a coherent way.

**SET PURPOSE** Have students decide on a purpose for reading the article, such as understanding what scientists think about how mass arises.
**FIRST READ**  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

- **p. 41** • What is mysterious about mass, according to this segment of “The Mysteries of Mass”? Scientists don’t know exactly how mass starts or happens. They think mass starts in the Higgs field, which is everywhere. They don’t know what the Higgs field is or why it is there. They discovered dark matter and don’t know what it is. They don’t know why particles have their particular masses and why the masses are so different in size. **RI 1, RI 2**

- **pp. 41–42** • How did Newton and Einstein help today’s physicists learn more about mass and its basic particles? Physicists use Newton’s formula $F = ma$. Albert Einstein was a physicist who created the mathematical formula $E = mc^2$. Einstein’s formula tells how energy and mass are related. **RI 1**

**SECOND READ**  Analyze the Text

- The author states that the Higgs field theory requires that this field have a particle (p. 41). What is this particle called, and how are scientists looking for it? The particle is the Higgs particle, or Higgs boson. Scientists are using particle accelerators to find it. **RI 1**

- What did scientists learn about mass from using mathematics (p. 42)? They used a mathematical function called the Lagrangian to learn how particles interact and how they form compound particles. They also used Newton’s and Einstein’s formulas to help understand how mass and energy are related, which is a key to how particles arise. **RI 2, RI 3**

- Atoms contain particles called protons and neutrons. Protons and neutrons are made of elementary particles called quarks and gluons that give mass to the protons and neutrons (p. 42). How, though, do these elementary particles acquire mass? Elementary particles acquire mass by interacting with a quantum field called the Higgs field, according to a theory. **RI 3**
Think Through the Text

Have students use text evidence and draw inferences to answer the following questions.

p. 42 • What is the Higgs field, and why is it important in understanding how mass is formed? The Higgs field is a quantum field extending throughout the universe. Scientists think that the most basic particles, called elementary particles, somehow get their mass when they interact with the Higgs field. This means the Higgs field is where mass arises, so scientists want to learn more about it to learn about mass.

p. 44 • How many Higgs fields are there? How many Higgs bosons? Scientists think there are two Higgs fields but say there could be more. They think there are five Higgs bosons, or particles, so far, just from those two fields. Two of the five Higgs bosons are electrically charged and three are neutral.

Analyze the Text

How are these two events connected: (1) a particle gains mass, and (2) a Higgs boson is produced? Both events are caused by the same interaction. This is a useful connection between Higgs bosons and how mass is made. Scientists use this fact to design experiments testing Higgs theory.

Look at the graph on page 44. Imagine an elephant. Compare its mass with the mass of an ant. The elephant and the ant differ in their masses by about eleven orders of magnitude, or size. How are the elephant and the ant like electrons and top quarks? What does the Standard Model say about the masses of different particles? Particles do not have the same mass. Their masses are very different from each other. Like the elephant and the ant, particles vary in mass by at least eleven orders of magnitude.

Domain Specific Vocabulary

electromagnetic field (p. 42) • the field of force associated with electric charge
quantum (p. 42) • smallest unit of energy, such as electromagnetic radiation, or smallest amount of a quantity
quantum theory (p. 42) • branch of physics that predicts how a particle sometimes combines with other particles

Academic Vocabulary

Read each word with students and discuss its meaning.
enigmatic (p. 42) • mysterious; hard to understand or explain
superseded (p. 44) • replaced
confer (p. 44) • give

RESPOND TO SEGMENT 2

Classroom Collaboration

Have small groups work together to summarize the second section of the article. Have them ask questions about what they don’t understand.

Common Core Connection

RST 1 Cite specific textual evidence to support analysis of science and technical texts;
W 2 write informative/explanatory texts;
W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach;
SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective
**WRITE & PRESENT**

1. Have pairs or small groups of students analyze the concept of mass based on their close reading of Gordon Kane’s “The Mysteries of Mass” and cite specific textual evidence to answer the question of why elementary particles have mass at all. ☑ RST 1

2. Individual students draft an explanatory essay analyzing the concept of mass based on their close reading of Gordon Kane’s “The Mysteries of Mass.” ☑ W 2

3. Students share their drafts with each other and edit them individually. ☑ W 5

4. Students present their writing to classmates, making strategic use of digital media to help clarify their analyses. ☑ SL 4

5. Students submit their final drafts to the teacher. ☑ W 4

*See Copying Masters, pp. 268–271.*

**STUDENT CHECKLIST**

**Writing**

- ✔ Analyze the concept of mass based on a close reading of Gordon Kane’s “The Mysteries of Mass.”
- ✔ Use evidence from the text to support the analysis.
- ✔ Provide a concluding statement.

**Speaking & Listening**

- ✔ Present information clearly.
- ✔ Make strategic use of digital media.
- ✔ Convey a clear point of view.

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**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer the following questions.

p. 45 • *Why do scientists think there is something in the universe called dark matter?* Scientists deduce there is dark matter because they can measure its gravitational effects. In other words, dark matter has gravity. ☑ RI 1

p. 45 • *Protons, neutrons, and electrons make up how much of the universe?* They make up one-sixth of the matter in the universe, or about 4 to 5 percent. ☑ RI 1

**SECOND READ**

**Analyze the Text**

What are the three ways that mass arises? (1) Protons and neutrons come from the motion of quarks. (2) Quarks and electrons are caused by the Higgs field. (3) The superpartner masses (and dark matter, maybe) come from another kind of interaction in the Higgs field (not from the basic interaction that makes quarks and electrons). ☑ RI 3

Why is author Gordon Kane excited about string theory? What does he think this theory will solve? He is excited because string theory may answer a lot of questions about mass. He thinks that string theory will give a quantum theory of all the forces and explain what elementary particles are and why there are three families of them. ☑ RI 1

**Independent/Self-Selected Reading**

If students have already demonstrated comprehension of “The Mysteries of Mass,” have them investigate the concepts of mass, the Higgs field, and Higgs particles in another work. Suggested titles:

- *A Tour of the Subatomic Zoo: A Guide to Particle Physics* by Cindy Schwartz
- *Supersymmetry: Unveiling the Ultimate Laws of Nature* by Gordon Kane ☑ RI 10

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**Academic Vocabulary**

Read each word with students and discuss its meaning.

tantalizing (p. 45) • exciting, desirable
“Working Knowledge:
Electronic Stability Control”
by Mark Fischetti

SUMMARY Author Mark Fischetti tells how the invention of antilock brakes led gradually but directly to the later feature known as electronic stability control. He explains how the ability to brake each wheel independently is the key to overcoming problems like skidding, oversteering, and understeering.

ABOUT THE AUTHOR Mark Fischetti is the editor of Scientific American’s environmental and energy articles. He has a physics degree and was awarded an honorary doctorate from Centenary College of Louisiana.

Discuss Genre and Set Purpose

INFORMATIONAL TEXT Guide students in a discussion of how informational articles give technical information. Have them scan the article for technical terms.

SET PURPOSE Have students decide on a purpose for reading the article, such as learning how electronic stability control works.

Options for Reading

Independent Students read the text independently and then answer questions posed by the teacher.

Supported Students read the text in pairs or small groups. Students identify technical terms used in the text and in illustrations. Students answer questions about the technical terms with teacher support.
WRITE & PRESENT

1. Have small groups of students work together to determine the meaning of, and explain in their own words, key words and phrases from the text such as hydraulic, trajectory, torque, actuator, antilock brakes, and traction control. Encourage students to ask questions to clarify their understanding of these terms.  

2. Individual students write drafts of explanatory essays summarizing “Working Knowledge: Electronic Stability Control” that explain the meanings of key words and phrases from the text such as hydraulic, trajectory, torque, actuator, antilock brakes, and traction control.  

3. Students work in pairs to revise and edit their drafts.  

4. Students present their writing to classmates and answer any questions. Encourage students to include visual aids and digital media in their presentations.  

5. Students turn in their final drafts to the teacher.

STUDENT CHECKLIST

Writing

✔ Write an effective summary.  
✔ Include definitions of key terms.  
✔ Use correct language conventions.

Speaking and Listening

✔ Present information clearly.  
✔ Make strategic use of digital media.  
✔ Convey a clear point of view.

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

• From which feature did electronic stability control evolve? Electronic stability control evolved from antilock brakes.  

• How do antilock brakes prevent skidding? Antilock brakes keep the wheels from stopping completely. Because they let the tires keep turning a bit, the tires can grip the road and stop the car gradually. Where in the article did you find this information? Paragraph 2  

• How effective is electronic stability control in saving lives? Electronic stability control can save up to 10,300 lives each year.  

SECOND READ  Analyze the Text

• Is the information given at the top of p. 97, beside the heading “Did You Know . . . ?,” important to understanding the article’s central ideas? No, this is additional information that readers might find interesting, but it is not important to the article’s central ideas.  

• Examine the illustrations at the bottom of p. 97. Describe in your own words what electronic stability control does to correct an understeer and an oversteer. In an understeer, the ESC brakes the left rear wheel. In an oversteer, the ESC brakes the right front wheel.  

Independent/Self-Selected Reading

Have students reread “Working Knowledge: Electronic Stability Control,” or have them practice the skills using texts such as:

• How Your Car Works: Your Guide to the Components & Systems of Modern Cars, Including Hybrid & Electric Vehicles by Arvid Linde  

• Weaving the Web: The Original Design and Ultimate Destiny of the World Wide Web by Its Inventor by Tim Berners-Lee, Mark Fischetti, and Michael L. Dertouzos

Academic Vocabulary

Read each word with students and discuss its meaning.

hydraulic (p. 96) • being moved by water or fluid under pressure  
traction (p. 96) • the power to grip  
sensor (p. 96) • a device that detects and sends information  
torque (p. 96) • a rotational, or twisting, force  
trajectory (p. 96) • a curved path
Executive Order 13423
by President George W. Bush

SUMMARY This executive order was issued by President Bush on January 24, 2007, to strengthen existing environmental, energy, and transportation policy in the federal agencies. Within its first six sections, the Executive Order describes the objectives and goals for the policy and outlines how the policy should be implemented and by whom. The final five sections describe various limitations, exceptions, and exemptions to the policy and provide definitions of technical terms used.

ABOUT THE AUTHOR George W. Bush served as the 43rd President of the United States from 2001–2009. In his role as head of the executive branch of the U.S. government, President Bush signed 291 executive orders.

Discuss Genre and Set Purpose

INFORMATIONAL TEXT Have students briefly examine the executive order. Guide students in a discussion of the features of informational texts, such as headings, subheadings, and numbered or lettered lists.

SET PURPOSE Help students determine a purpose for reading, such as to gain information about how the federal government strengthens energy and environmental policies.
**FIRST READ**

**Think Through the Text**

Have students use text evidence to answer the following questions.

Section 3 • Executive Order 13423 is written to the heads of federal agencies, but who is responsible for the implementation of the order within each agency? Where in the executive order can you find this information? Section 3(d) shows that the head of each agency appoints a senior civilian officer to implement the order. RI 1

Sections 1–10 • Executive Order 13423 might be divided into three different areas that answer the questions: What is this Executive Order about? Who is involved? How will the order be implemented? Ask: What sections of the document answer those questions? What: Sections 1–2; Who: Sections 3–8; How: 3–6, 10 RI 1, RI 2

**SECOND READ**

**Analyze the Text**

- Many of the words defined in Section 9 are commonly used, such as “agency” and “environmental.” Why would additional definitions be included here? Sample answer: Some of the terms defined here have more specific meanings in the context of this document. RI 4

- Based on the organization and structure of the document, what information is the most important? Sample answer: The first three sections of the text are the most important because they contain all the critical information about the executive order. The remaining sections provide clarifying and supporting information. What is the purpose for organizing the text in this manner? to make sure that the reader is informed of the most important information first RI 5

**Independent/Self-Selected Reading**

If students have already demonstrated comprehension of Executive Order 13423, have them practice analyzing text on their own, or have them practice the skills using another executive order, such as

- Executive Order 13554 (Gulf Coast Ecosystem Restoration)
- Executive Order 13580 (Domestic Energy Development and Permitting in Alaska)
OBJECTIVES
• Analyze development of the central ideas in a text
• Cite evidence that supports the central ideas
• Analyze how the ideas develop

“The Coming Merging of Mind and Machine” is broken into three instructional segments.

SEGMENTS
SEGMENT 1 . . . . . pp. 1–2
SEGMENT 2 . . . . . pp. 3–4
SEGMENT 3 . . . . . pp. 4–6

Options for Reading
Independent Students read the article independently and then answer questions posed by the teacher.
Supported Students read a segment of the text with a partner and then answer questions with teacher support.

“THE COMING MERGING OF MIND AND MACHINE”

by Ray Kurzweil

SUMMARY The author sees a future based on ever-accelerating technological development that will produce machines that interface directly with the human brain and ultimately become conscious, creative intelligences of their own.

ABOUT THE AUTHOR Ray Kurzweil is a leading inventor and futurist. Among his inventions is the first print-to-speech reading machine for the blind. Kurzweil has received the National Medal of Technology and in 2002 was inducted into the National Inventors Hall of Fame.

Discuss Genre and Set Purpose

INFORMATIONAL TEXT Guide students in a discussion of how the purpose of informational texts is to present factual information.

SET PURPOSE Help students set a purpose for reading the article, such as to learn why the author thinks our minds will merge with machines.

TEXT COMPLEXITY RUBRIC

Overall Text Complexity

“THE COMING MERGING OF MIND AND MACHINE” INFORMATIONAL TEXT

<table>
<thead>
<tr>
<th>Quantitative Measure</th>
<th>Qualitative Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexile</td>
<td>1270L</td>
</tr>
<tr>
<td>Text Structure</td>
<td>more than one text structure</td>
</tr>
<tr>
<td>Language Conventionality and Clarity</td>
<td>increased unfamiliar or academic words</td>
</tr>
<tr>
<td>Knowledge Demands</td>
<td>some specialized knowledge required</td>
</tr>
<tr>
<td>Purpose/Levels of Meaning</td>
<td>implied, but easy to identify from context</td>
</tr>
</tbody>
</table>

Common Core Connection
RI 1 cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn, including where text leaves matters uncertain; RI 2 determine two or more central ideas of a text/analyze their development/provide summary
First Read

Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 1 • What is the author doing in this opening section of the article? What is the basic organizational pattern of this section of text? The author makes a prediction and then gives examples to explain and illustrate it.

p. 2 • What is the main idea of the section “How Life and Technology Evolve”? The evolution of biological life and technology follow the same pattern; they start out slowly and evolve more quickly as time passes.

Second Read

Analyze the Text

• Why does the author believe there will no longer be a clear difference between humans and machines? He says that neural implants will improve sensory experiences, memory, and thinking. Humans will, therefore, include machines as part of their thinking and acting processes, making it difficult to tell where the biological function ends and the technological function begins.

• What is Moore’s Law? an observation that the density of transistors in integrated circuits doubles every two years. What does this mean for the evolution of computers? The speed and capacity of computers doubles every two years. Why is Moore’s Law expiring? Transistors will soon be just a few atoms wide, meaning they are reaching the limits of their evolution. Why doesn’t this mean the evolution of computers will slow? Other technologies, such as computing cubes, will enable computers to continue to increase in speed and capacity into the future.
Think Through the Text

Have students use text evidence and draw inferences to answer the following questions.

p. 3 • What is the author explaining in the section titled “Why Returns Accelerate”? why we keep learning faster as we learn more  

p. 3 • What two factors are needed so machines can function like humans? computer processing power and software that enables machines to think or process information like people do What does the author say will be the best way to learn to create this software? reverse engineering the human brain  

Academic Vocabulary

Read each word with students and discuss its meaning.

attribute (p. 3) • characteristic or quality
salient (p. 3) • most important
extrapolation (p. 3) • the process of inferring based on what is already known
noninvasive (p. 4) • not entering the body

Analyze the Text

• How does the Law of Accelerating Returns support the author’s prediction that by 2055, $1,000 worth of computing will have the capacity of all the human brains in the world? According to the law, computers double in capacity every two years. By multiplying this capacity out exponentially between now and 2055, computers will have the computing ability of all the human brains on earth.  

• Why is the author confident that scanning techniques with sufficiently high resolution can be developed to allow us to understand the human brain well enough to duplicate it in computer software? He says it will happen because of the Law of Accelerating Returns, which shows that the more we learn, the more we will learn, and at a faster pace. Inevitably, this will lead to development of the necessary high-resolution scanning techniques.  

Common Core Connection

RI 2 determine two or more central ideas of a text/analyze their development/ provide summary; W 2 write informative/explanatory texts; W 4 produce writing in which development, organization, and style are appropriate to task, purpose, and audience; W 5 develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach; SL 4 present information, findings, and supporting evidence, conveying a clear/distinct perspective
**Write & Present**

1. Have students work in pairs or small groups and identify two or more central ideas of the text. Ask them to create an outline based on these ideas and to find textual evidence to support each central idea.  
   
2. Students draft an explanatory essay summarizing the central ideas and analyzing their development.

3. Students exchange summaries with a partner for peer review and editing.

4. Students present their essays to the class.

5. Students submit their essays to the teacher.


**Student Checklist**

**Writing**

- Write an essay analyzing two or more central ideas in the article.
- Analyze how the central ideas are developed in the text.
- Cite evidence from the text to support the analysis.

**Speaking & Listening**

- Participate effectively in a collaborative discussion.
- Ask and answer questions about the central ideas of the article.
- Convey a clear point of view.

---

**First Read**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

p. 4 • How would nanobots enable us to learn more about the brain and its processes? They could travel through our bodies to collect information about how the body works and then communicate that information wirelessly to computers.  

p. 5 • What big question does the author ask about robots that have been embedded with a scanned human brain? Will it be conscious? Why is it difficult to answer this question? The answer depends upon the definition of “consciousness.” No objective test can measure consciousness.

p. 6 • What does the author predict will happen in the next century? We will merge with our technology; there will be no clear difference between a human brain enhanced with embedded nonbiological implants and a nonbiological brain.

**Second Read**

**Analyze the Text**

- How could the information gathered by nanobots be used? It could be used in two ways: By understanding how the brain works, we could develop computers to perform the same functions. We could also download the brain and duplicate it on a computer.

- According to the author, how has human intelligence transcended evolution? Human intelligence, which was created through evolution, is creating intelligent entities in less time than it took evolution to create human intelligence.

**Independent/Self-Selected Reading**

If students have already demonstrated comprehension of “The Coming Merging of Mind and Machine,” have them practice analyzing central ideas in other works. Suggested titles:

- The Singularity Is Near by Ray Kurzweil
- The Age of Spiritual Machines by Ray Kurzweil

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**Academic Vocabulary**

- scenario (p. 4) • a possible situation or sequence of events
- embedded (p. 4) • placed in or attached to something else
- cognitive (p. 4) • relating to thinking
- redundancy (p. 4) • duplication
- ambulate (p. 5) • walk or move about
“Untangling the Roots of Cancer”
by W. Wayt Gibbs

SUMMARY “Untangling the Roots of Cancer” is an article that appeared in *Scientific American*. In the article, the author describes the current theory that cancer is caused by mutations to cancer-related genes. He goes on to outline three alternate hypotheses regarding the origin of cancer.

ABOUT THE AUTHOR W. Wayt Gibbs has been a senior writer and editorial board member at *Scientific American*. He studied at Cornell University and has published many articles about research and development in several areas of science, including computers, biotechnology, and chemical engineering.

Discuss Genre and Set Purpose

INFORMATIONAL TEXT Guide students in a discussion of the characteristics of informational texts and have them scan the article for headings and subheadings, items organized in lists, sidebars, and graphics.

SET PURPOSE Help students determine a purpose for reading, such as to learn about the multiple theories on the causes of cancer.

TEXT COMPLEXITY RUBRIC

<table>
<thead>
<tr>
<th>Qualitative Measure</th>
<th>“Untangling the Roots of Cancer”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Text Complexity</td>
<td>INFORMATIONAL TEXT</td>
</tr>
<tr>
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<tr>
<td><strong>Text Structure</strong></td>
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<tr>
<td>sophisticated graphics, essential to understanding the text, also provide information not conveyed in text</td>
<td></td>
</tr>
<tr>
<td><strong>Language Conventionality and Clarity</strong></td>
<td>general academic and domain-specific language</td>
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<td><strong>Knowledge Demands</strong></td>
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<td>specialized knowledge required</td>
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</tr>
<tr>
<td><strong>Purpose/Levels of Meaning</strong></td>
<td></td>
</tr>
<tr>
<td>explicitly stated</td>
<td></td>
</tr>
</tbody>
</table>
Academic Vocabulary

Read each word with students and discuss its meaning.

**mutation** (p. 3) • a change from an existing state

**hypothesis** (p. 3) • an idea or theory that needs to be proven

**dogma** (p. 3) • a specific belief or an approach about a topic

**immortality** (p. 3) • the state of never dying

**paradigm** (p. 4) • a model

**counterfeit** (p. 4) • imitate with the intention of deceiving

**Domain Specific Vocabulary**

- **carcinogen** (p. 3) • a chemical that causes cancer
- **malignant** (p. 3) • likely to cause death
- **genes** (p. 3) • the chemical part of the chromosome, which carries heredity information
- **suppressor** (p. 3) • something that subdues
- **chromosome** (p. 3) • the body in a cell’s nucleus that contains genes
- **metastasize** (p. 4) • transmit from one place to another

**FIRST READ**

**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**p. 3–4** • How many new theories for the origin of cancer have arisen to compete with the standard idea? three Where does the text provide that information? On page 3, the author writes that at least three new hypotheses have arisen.  

**p. 4** • Based on the evidence in the text, what is the likelihood that a 21-year-old will die from cancer and why? Sample answer: On page 4, the author writes that cancer usually afflicts older people and most people don’t die from it because a normal cell must have six superpowers to become a deadly cancer cell. The deadliest of superpowers is when the tumor metastasizes.

**SECOND READ**

**Analyze the Text**

- Direct students’ attention to the sidebar feature titled “Six Diabolical Superpowers of Cancer” on p. 5. Ask: Why does the author provide this feature when the information was previously presented on p. 4? Sample answer: The information is important enough to repeat. Also, the sidebar presents the information in a numbered list that uses capitalization and color to emphasize main ideas. What other strategy does the author use to present the information about the superpowers in this section? Sample answer: He summarizes the information that was on page 4 instead of repeating it word for word.

- In this first section of the article, the author lays out a plan for the entire article. What is the central idea of the article? How do you know? Sample answer: The causes for cancer are not fully known, but new evidence suggests three hypotheses that challenge the standard theory. I know this is the central idea because it is stated in the opening paragraphs.

**RESPOND TO SEGMENT 1**

**Classroom Collaboration**

Have small groups work together to summarize the article so far. Have them raise questions that may be answered in the next segment.

"Untangling the Roots of Cancer" • 249
**Domain Specific Vocabulary**
- **progeny** (p. 6) • offspring
- **molecular** (p. 6) • having to do with molecules, a small particle of matter
- **benign** (p. 7) • not malignant or cancerous

**Academic Vocabulary**
Read each word with students and discuss its meaning.
- **subset** (p. 6) • a narrower group
- **immune** (p. 6) • having resistance to
- **ubiquitous** (p. 6) • being everywhere at once
- **truncation** (p. 6) • an abrupt shortening of something
- **aberrant** (p. 6) • against the normal way

**ENGLISH LANGUAGE LEARNERS**
Use Visuals
Have students support their understanding by using the timeline. Have them match the dates and events in the article to the corresponding event in the timeline.

**FIRST READ**
**Think Through the Text**
Have students use text evidence and draw inferences to answer questions.

**p. 6** • In the first sentence of the second full paragraph, why does the author describe Muhammad Al-Hajj’s isolation of a tumor-initiation cell as a “tantalizing implication?” *Sample answer: It’s tantalizing because it could mean that not all cells in a tumor are responsible for its growth, which means if you could find, isolate, and destroy only the growth cells, the cancer could be stopped. RI 1*

**p. 7** • What evidence in the text indicates that the modified dogma theory isn’t a strong one? *Sample answer: In column 2, paragraph 1, the text states: “Evidence for the theory is still slim…” RI 1*

**SECOND READ**
**Analyze the Text**
- What text feature does the author use to make the text more accessible and provide structure to the article by dividing it into sections? *subheads How do these subheads prepare the reader for what’s ahead? Sample answer: The subheads don’t say explicitly what the section is about; instead, they indicate an overriding theme for each section, which helps the reader interpret the text. RI 1, RI 5*

- In 1999, Peter Duesberg published his aneuploidy theory, noting that mutations may not be necessary to cause cancer. Ask: Using the events on the timeline, what research might Duesberg have used to reach that conclusion? *Sample answer: Duesberg might have consulted research regarding mutations, including Muller, Knudson, Loeb, Vogelstein, Fearon, and Lengauer. RI 3, RI 7*
FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

pp. 8–9 • The diagram “The Genesis of Cancer: Four Theories” provides a visual representation of the author’s descriptions in the text. Ask: What strategies does the illustrator use to convey those descriptions? Sample answer: Genes are shown as white bodies, chromosomes are blue and red (male/female), and lightning bolts show mutation. RI 7

p. 10 • What kinds of treatments does the author outline as options for cancer patients? Sample answer: medicines that are designed to break a tumor’s addiction to certain proteins or to poison the proteins themselves; also, screening early for abnormal chromosomes RI 1

SECOND READ  Analyze the Text

• What is the author’s purpose in posing the question, “But what jumbles the chromosomes in the first place?” at the beginning of the last paragraph? Sample answer: The author wants to shift the subject and uses the rhetorical question as a transition. Also, he is mimicking how scientists think as they research a problem. RI 5

• Does the author provide a definitive answer regarding which of the four theories is more likely to be true? No What evidence shows this? the paragraph that begins, “Neither the standard dogma nor any of the new theories can explain....” RI 2

Independent/Self-Selected Reading

Have students read “Untangling the Roots of Cancer” independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

• “How Many Cancers Are Caused by the Environment?” Scientific American by Brett Israel

• One Renegade Cell: The Quest for the Origin of Cancer by Robert A. Weinberg RI 10

WRITE & PRESENT

1. Have small groups refer to the text to determine the central ideas of the “Untangling the Roots of Cancer.” RI 2

2. Students write an objective summary of Untangling the Roots of Cancer that includes the four theories of origin in students’ own words. W 2

3. Students within groups share their drafts and edit their writing. W 5

4. Students present their final summaries to the class. SL 4

5. Individual students turn in their final drafts to the teacher. W 4


STUDENT CHECKLIST

Writing

✔ Write an objective summary of the text.

✔ Use precise language and domain-specific vocabulary.

✔ Use transitions to link text and clarify relationships among ideas and concepts.

Speaking and Listening

✔ Participate effectively in a collaborative discussion.

✔ Ask and answer questions about text details.
OBJECTIVES

- Analyze text using evidence
- Identify author’s point of view
- Determine how style contributes to persuasiveness

“The Cost Conundrum: Health Care Costs in McAllen, Texas” is broken into three instructional segments.

SEGMENTS

SEGMENT 1............. pp. 2–6
SEGMENT 2............. pp. 6–11
SEGMENT 3............. pp. 11–15

OPTIONS FOR READING

Independent Students read the article independently and then answer questions posed by the teacher.

Supported Students read a segment aloud to a partner and then answer questions with teacher support.

SUMMARY

The author visits McAllen, Texas, to understand why the cost of health care there has soared in recent years, while the quality of patient care hasn’t. He discovers a profit-driven medical establishment.

ABOUT THE AUTHOR

The son of two medical doctors, Atul Gawande (born 1965) became a surgeon in Boston, a professor of surgery at Harvard Medical School, and author. He became director of the World Health Organization’s campaign to reduce surgical deaths in 2007.

DISCUSS GENRE AND SET PURPOSE

INFORMATIONAL TEXT

Guide students to discuss how the purpose of an article is to inform the reader about a topic. Have students briefly look over the article for vocabulary that indicates the topic.

SET PURPOSE

Help students set a purpose for reading the article, such as understanding how the title relates to the medical content.

TEXT COMPLEXITY RUBRIC

“The Cost Conundrum: Health Care Costs in McAllen, Texas”

INFORMATIONAL TEXT

ACCESSIBLE

Quantitative Measure

Lexile

1120L

Qualitative Measures

Text Structure

more than one text structure

Language Conventionality and Clarity

increased unfamiliar or academic words

Knowledge Demands

some specialized knowledge required

Purpose/Levels of Meaning

explicitly stated
Academic Vocabulary

conundrum (title) • puzzling problem
recuperating (p. 3) • recovering
obviated (p. 3) • made unnecessary
demographics (p. 3) • characteristics of a group of people
malpractice (p. 4) • harmful or unethical behavior by a doctor
overutilization (p. 4) • overuse

FIRST READ  Think Through the Text

Have students use text evidence and draw inferences to answer questions.

p. 2 • In the opening four paragraphs of the article, the author describes a problem. Restate this problem in the form of a question. Sample answer: Why has the cost of health care in the United States increased so explosively?  ➡ RI 1

pp. 2–4 • What two possible causes does the author consider for McAllen’s high cost of health care? Why does he dismiss these ideas as causes? He suggests that health care costs might be high because people in McAllen are unusually unhealthy. He dismisses this idea because El Paso has a very similar population and health care costs there are only half as much. He suggests that McAllen might be offering unusually good health care. He dismisses this because McAllen’s hospitals perform worse than El Paso’s.  ➡ RI 1

pp. 4–6 • As a result of his conversation with six McAllen doctors, what does the author conclude is the reason for the high cost of health care? overuse of medical treatments How does the Mayo Clinic in Minnesota contrast with McAllen’s health care system? The Mayo Clinic spends much less than McAllen with better results.  ➡ RI 1

SECOND READ  Analyze the Text

• Why might the author have chosen to express his point of view through his meeting with the six doctors? Sample answer: Presenting the argument in the form of a developing conversation has the effect of making a complex, technical subject understandable and engaging to the average reader.  ➡ RI 6

• In his description of the dinner with the McAllen doctors, how does the author make his point of view clear and persuasive? Sample answer: The doctors at first offer different reasons for McAllen’s high health care costs but then agree that overuse of medical treatments is the real culprit. This is the point the author proceeds to emphasize; their agreement gives his opinion validity.  ➡ RI 6
Use Peer Supported Learning
Have student pairs read the segment to each other and note any puzzling text. Then have small groups pool their knowledge and answer each other's questions.

RESPOND TO SEGMENT 2
Classroom Collaboration
Have small groups work together to summarize the second section of the article. Have them make a list of questions that they would like to see answered in the article's conclusion.

Academic Vocabulary
Read each word with students and discuss its meaning.

- **evasive** (p. 8) • seeking to avoid responsibility
- **reflexively** (p. 8) • without thought
- **innovative** (p. 9) • new and original
- **uncannily** (p. 10) • strangely

FIRST READ
Think Through the Text
Have students use text evidence and draw inferences to answer questions.

- **pp. 6–8** • Why does the author meet with the heads of McAllen's hospitals? He is attempting to find out why health care costs are so high. What surprises and depresses him about these meetings? The hospital administrators seem to be unaware of the soaring costs. [RI 1]

- **pp. 9–10** • What information about McAllen's health system does an unnamed hospital administrator give the author? He tells the author that McAllen's medical establishment is driven by financial considerations, from ordering unnecessary tests and procedures to outright bribery and fraud. [RI 1]

SECOND READ
Analyze the Text

- **What does the author mean when he says that the most expensive piece of medical equipment is a doctor's pen?** Sample answer: A doctor is ultimately responsible for making decisions (that is, writing prescriptions, ordering procedures) that affect medical costs. How does the author build on this idea to reflect on medical costs in McAllen? Sample answer: He concludes that McAllen's doctors have become influenced by "the culture of money." They see profit as an essential part of practicing medicine. [RI 1]

- **Why might the author have included the anecdote about his own experience when his infant son fell down a flight of stairs?** Sample answer: He tells this story as an example of how tempting it is to overprescribe unnecessary procedures. How does telling this anecdote strengthen the persuasiveness of the author's argument? Sample answer: It reveals the author's humanity, making him a more trustworthy narrator. In recounting his natural, but mistaken, reaction, he shows that he understands the temptation to spend more than necessary on medical procedures. [RI 1]
**WRITE & PRESENT**

1. Have students work in small groups to identify anecdotes and human situations that the author uses throughout the article to develop his purpose. Then ask students to create a two-column table with the anecdote described on the left and its purpose on the right.  
   ![RI 6]

2. Students write a draft of a persuasive essay analyzing how the author’s use of anecdote develops his purpose and contributes to the power and persuasiveness of the article. Have students use information from their tables.  
   ![W 1]

3. Students exchange essays and offer suggestions for revising and editing.  
   ![W 4]

4. Students present their essays to the class.  
   ![SL 4]

5. Students submit their essays to the teacher.  
   ![W 5]


**STUDENT CHECKLIST**

**Writing**

- Identify the author’s use of anecdote. ✔
- Relate the use of anecdote to the author’s purpose. ✔
- Use correct language conventions. ✔

**Speaking & Listening**

- Present information and supporting evidence. ✔
- Convey a clear and distinct perspective. ✔
- Demonstrate a command of formal English. ✔

**FIRST READ**  
**Think Through the Text**

Have students use text evidence and draw inferences to answer questions.

**pp. 11–12**  
What two medical institutions does the author describe as examples of responsible health care? The Mayo Clinic in Minnesota and the city of Grand Junction in Colorado. What are their similarities and differences? Both have put health care before individual profit. Doctors at the Mayo Clinic are on a salary so as not to gain personally from overprescribing treatment. Grand Junction doctors aren’t salaried but have agreed to take equal fees from private and Medicare patients.  
   ![RI 1]

**pp. 13–14**  
How does the use of dialogue with Lester Dyke advance the author’s argument? Lester Dyke, an outspoken and opinionated doctor, makes blunt remarks that the author probably couldn’t make himself.  
   ![RI 6]

**SECOND READ**  
**Analyze the Text**

- Would you describe the author’s concluding arguments as optimistic, pessimistic, or somewhere in between? Explain, using evidence from the article. Sample answer: Optimistic: The author suggests that a solution is possible, citing the Mayo Clinic and Grand Junction.  
  ![RI 1]

- Write a brief summary of the author’s conclusion. Sample answer: Americans must make a choice between a failing profit-driven health care system and a system that considers public health its priority.  
  ![RI 2]

**Independent/Self-Selected Reading**

Have students reread “The Cost Conundrum: Health Care Costs in McAllen, Texas” independently to practice analyzing the text on their own, or have them practice the skills using another work, such as:

- *Complications: A Surgeon’s Notes on an Imperfect Science* by Atul Gawande
- *How Doctors Think* by Jerome Groopman, M.D.  
  ![RI 10]
“A Valediction: Forbidding Mourning”

by John Donne

As virtuous men pass mildly away,
And whisper to their souls to go,
Whilst some of their sad friends do say
The breath goes now, and some say, no;

So let us melt, and make no noise,
No tear floods, nor sigh-tempests move,
Twere profanation of our joys
To tell the laity our love.

Moving of th’ earth brings harms and fears,
Men reckon what it did and meant;
But trepidation of the spheres,
Though greater far, is innocent.

Dull sublunary lovers’ love
(Whose soul is sense) cannot admit
Absence, because it doth remove
Those things which elemented it.

But we by a love so much refined
That our selves know not what it is,
Inter-assured of the mind,
Care less, eyes, lips, and hands to miss.

Our two souls therefore, which are one,
Though I must go, endure not yet
A breach, but an expansion,
Like gold to airy thinness beat.

If they be two, they are two so
As stiff twin compasses are two;
Thy soul, the fixed foot, makes no show
To move, but doth, if th’ other do.

And though it in the center sit,
Yet when the other far doth roam,
It leans and hearkens after it,
And grows erect, as that comes home.

Such wilt thou be to me, who must
Like th’ other foot, obliquely run.
Thy firmness makes my circle just.
And makes me end where I begun.

“A Valediction: Forbidding Mourning”

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And makes me end where I begun.
“Because I Could Not Stop for Death”

by Emily Dickinson

Because I could not stop for Death—
He kindly stopped for me—
The Carriage held but just Ourselves—
And Immortality.

We slowly drove—He knew no haste
And I had put away
My labor and my leisure too,
For His Civility—

We passed the School, where Children strove
At Recess—in the Ring—
We passed the Fields of Grazing Grain—
We passed the Setting Sun—

We paused before a House that seemed
A Swelling of the Ground—
The Room was scarcely visible—
The Cornice—in the Ground—

Since then—’tis Centuries—and yet
Feels shorter than the Day
I first surmised the Horses’ Heads
Were toward Eternity—
Something there is that doesn’t love a wall, 
That sends the frozen-ground-swell under it, 
And spills the upper boulders in the sun; 
And makes gaps even two can pass abreast. 
The work of hunters is another thing: 
I have come after them and made repair 
Where they have left not one stone on stone, 
But they would have the rabbit out of hiding, 
To please the yelping dogs. The gaps I mean, 
No one has seen them made or heard them made, 
But at spring mending-time we find them there. 
I let my neighbor know beyond the hill; 
And on a day we meet to walk the line 
And set the wall between us once again. 
We keep the wall between us as we go. 
To each the boulders that have fallen to each. 
And some are loaves and some so nearly balls 
We have to use a spell to make them balance: 
“Stay where you are until our backs are turned!” 
We wear our fingers rough with handling them. 
Oh, just another kind of outdoor game, 
One on a side. It comes to little more: 
He is all pine and I am apple-orchard. 
My apple trees will never get across 
And eat the cones under his pines, I tell him. 
He only says, “Good fences make good neighbors.” 
Spring is the mischief in me, and I wonder 
If I could put a notion in his head: 
“Why do they make good neighbors? Isn’t it 
Where there are cows? But here there are no cows. 
Before I built a wall I’d ask to know 
What I was walling in or walling out, 
And to whom I was like to give offence. 
Something there is that doesn’t love a wall, 
That wants it down!” I could say “Elves” to him, 
But it’s not elves exactly, and I’d rather 
He said it for himself. I see him there, 
Bringing a stone grasped firmly by the top 
In each hand, like an old-stone savage armed. 
He moves in darkness as it seems to me, 
Not of woods only and the shade of trees. 
He will not go behind his father’s saying, 
And he likes having thought of it so well 
He says again, “Good fences make good neighbors.”
“Ode on a Grecian Urn”
by John Keats

Thou still unravished bride of quietness,
Thou foster-child of silence and slow time,
Sylvan historian, who canst thus express
A flowery tale more sweetly than our rhyme:
What leaf-fringed legend haunts about thy shape
Of deities or mortals, or of both,
In Tempe or the dales of Arcady?
What men or gods are these? What maidens loth?
What mad pursuit? What struggle to escape?
What pipes and timbrels? What wild ecstasy?

Heard melodies are sweet, but those unheard
Are sweeter; therefore, ye soft pipes, play on;
Not to the sensual ear, but, more endeared,
Pipe to the spirit ditties of no tone:
Fair youth, beneath the trees, thou canst not leave
Thy song, nor ever can those trees be bare;
Bold Lover, never, never canst thou kiss,
Though winning near the goal—yet, do not grieve;
She cannot fade, though thou hast not thy bliss,
For ever wilt thou love, and she be fair!

Ah, happy, happy boughs! that cannot shed
Your leaves, nor ever bid the Spring adieu;
And, happy melodist, unwearied,
For ever piping songs for ever new;
More happy love! more happy, happy love!
For ever warm and still to be enjoyed,
For ever panting, and for ever young;
All breathing human passion far above,
That leaves a heart high-sorrowful and cloyed,
A burning forehead, and a parching tongue.

Who are these coming to the sacrifice?
To what green altar, O mysterious priest,
Lead’st thou that heifer lowing at the skies,
And all her silken flanks with garlands dressed?
What little town by river or sea shore,
Or mountain-built with peaceful citadel,
Is emptied of this folk, this pious morn?
And, little town, thy streets for evermore
Will silent be; and not a soul to tell
Why thou art desolate, can e’er return.

O Attic shape! Fair attitude! with brede
Of marble men and maidens overwrought,
With forest branches and the trodden weed;
Thou, silent form, dost tease us out of thought
As doth eternity: Cold Pastoral!
When old age shall this generation waste,
Thou shalt remain, in midst of other woe
Than ours, a friend to man, to whom thou say’st,
“Beauty is truth, truth beauty”—that is all
Ye know on earth, and all ye need to know.
Academic Vocabulary

from *The Canterbury Tales*

adversity  
assuaged  
avarice  
cajole  
curmudgeon  
defiled  
disparate  
dotage  
etreat  
felicity  
malice  
rectify  
reproof  
rigor  
secular  
strident  
temperate  

from *Don Quixote*

discourse  
dissolute  
expedient  
indiscretion  
irresolute  
meritorious  
miscreants  
paramour  
posterity  
valorous  
vehemency  
venerable  
veracity  

*Pride and Prejudice*

crimony  
alacrity  
caprice  
decorum  
effusions  
fastidious  
hackneyed  
iniquitous  
invectives  
ostentation  
profligate  
propitious  
repine  
taciturn  
upbraided  

from *Crime and Punishment*

abject  
admonition  
aesthetic  
capriciously  
delirium  
ingnominy  
impudent  
malignant  
oblivious  
perplexities  
plaintively  
reviling  
stupefaction  
superciliousness  
vindictive  
wretched  

"The Cask of Amontillado"

catacomb  
impunity  
mason  
motley  

*Jane Eyre*

ascendancy  
assiduously  
avidity  
captious  
cession  
contumacy  
dissipation  
hiatus  
impediment  
inanition  
pecuniary  
perfidious  
perfidy  
salubrious  
salutary  
superfluous  
tacitrurnity  
uncongenial  
usurious  
virulence  

The Scarlet Letter

animadversion  
cankered  
chirurgical  
consecration  
contumaciously  
despondency  
etreaty  
inquest  
martyrdom  
odious  
palliate  
phantasmagoric  
plaintiveness  
sagacity  
vicissitude  

"A White Heron"

chafed  
demure  
divining  
elusive  
felled  
gallantly  
hermitage  
loitered  
ponderous  
premonition  
proffered  
rebuke  
rushes  
saol  
squalor  
vexed  
wayfarer’s  
wistful  
wretched
Billy Budd, Sailor
bulwarks
clemency
contumelious
dubieties
ignominious
ineffability
inimical
invidious
magnanimity
pedantry
plenary
prosaic
protuberant
punctiliousness
recondite
saturnine
superannuated

As I Lay Dying
absolving
ascetic
contrived
desolation
docile
emaciation
impalpable
interminable
irrevocable
ludicrous
rapt
remorse
reproach
undulations

A Farewell to Arms
bombardment
cholera
embankment
fallacy
grappa
impartially
mufti
puttee
salvarsan
syphilis
trolling
truss

Their Eyes Were Watching God
disgorged
dissolution
endurable
insensate
languished
mien
ostentatiously
partake
predecessor
prostrating
pugnacious

The Great Gatsby
amorphous
caravansary
corrugated
denizen
dilatory
din
languid
laudable
meretricious
nebulous
pneumatic
portentous
rout
supercilious
vacuous
vehemently
wan

The Adventures of Augie March
euglena
implication
incognito
legatee
lepidopterous
mitigate
mutability
pellucid
persiflage
phthisis
syndrome
vagrancy

The Bluest Eye
affinity
anecdotes
conviction
curtailed
deformity
devious
extemporized
furtiveness
futile
inarticulate
infallibility
parched
plaintive
prolific
slovenly
solicitous
spontaneity
volition

supplication
tangible
temerity
transients
transmutation

“The Garden of Forking Paths”
circumlocutions
incorrigible
inviolate
pullulation
Dreaming in Cuban
anomaly
assuaging
commiserate
debilitating
depression
diatribes
dissonant
fratricide
iconoclasm
impeccable
malcontents
opulence
philandering
preknowledge
retribution
scathing
self-immolation
The Namesake
acridness
broached
discomfited
effigy
harried
inauspicious
lassi
payesh
plinth
provincial
quadrangle
quotidian
rendition
terrace
unaspirated
Hamlet
artless
cleave
contumely
delver
fie
mischance
nymph
offal
orisons
pernicious
remembrance
requisite
shuffling
sullied

suspension
unction
wax

Tartuffe
alienate
blackguard
coquette
edifying
hypocrite
mountebank
ordain
pulchritude
reprove
strong-box
votary
writ

The Importance of Being Earnest
arduous
credulity
earnest
equanimity
fate
insecure
machinations
mercenary
perambulator
philanthropic
quixotic

Our Town
affronted
alacrity
belligerent
bereaved
burdock
contriving
crestfallen
diligent
epitaph
harasses
gangling
genealogists
lugubriousness
lumbago
phosphates
sant
tableau
traipsin`
trellises

Death of a Salesman
approbation
chamois
contemptuous
fob
joyal
mercurial
remiss
ruddiness
simonize
spite
stolid
valise

A Raisin in the Sun
deference
doggedly
exasperation
exotic
facetiousness
incredulity
indictment
ludicrous
neurotic
ominous
oriented
permeated
promenades
raucously
scrutinizing
vindicated

Death and the King's Horseman
anarchists
damask
desecrate
dexterously
dirge
enmity
impertinence
nominous
prone
raconteur
redolent
tryst
usurp
vaunted
veneration

262 Exemplar Instructional Resource
“A Poem of Changgan”
gorge
lofty
post

“A Valediction: Forbidding Mourning”
compasses
elemented
sublunary	
trepidation
valediction

“On Being Brought From Africa to America”
benighted
diabolic
pagan
sable

“Ode on a Grecian Urn”
citadel
deities
lowing
sylvan					
timbrels

“Song of Myself”
abeyance
ballasts
barbaric yawp
betwixt
bivouac
countenance
creeds
distillation
effuse
festoons

gab

gibes

hovel

inspiration

loafe
plaudits
plummets
rivulet
scud
sufficed

“Because I Could Not Stop for Death”
civility
cornice
stroved

surmised

“Song VII”

adornments

dearful

digress

obtuse

tedious

“The Love Song of J. Alfred Prufrock”

deferential
digress

obtuse

tedious

“The Love Song of J. Alfred Prufrock”

deferential
digress

obtuse

tedious

“The River Merchant’s Wife: A Letter”
eddies

mingled

scowling

“Mending Wall”

abreast

boulders

offense

savage

“Ode to My Suit”


dramatic

phantoms

vanity

“Sestina”

almanac

equinoctial

inscrutable

“Song of Myself”

abeyance

ballasts

barbaric yawp

betwixt

bivouac

countenance

creeds

distillation

effuse

festoons


gab

gibes

hovel

inspiration

loafe

plaudits

plummets

rivulet

scud

sufficed

“Demeter’s Prayer to Hades”
dreaded

faith

fate

mortals

“The Love Song of J. Alfred Prufrock”
deferential
digress

obtuse

tedious

“The River Merchant’s Wife: A Letter”
eddies

mingled

scowling

“Mending Wall”

abreast

boulders

offense

savage

“Ode to My Suit”


dramatic

phantoms

vanity

“Sestina”

almanac

equinoctial

inscrutable

“The Latin Deli: An Ars Poetica”

ars poetica
disillusions
divine
exiles
patroness

“The Declaration of Independence”

acquiesce
despertism
evinces
unalienable

usurpations

The Bill of Rights

ascertained

construed

infringed

redress
Walden
abstemiousness
conflagration
copious
dross
ebriosity
encroachments
epitome
factitious
glauous
ineffable
magnanimity
mirth
obtrude
posterity
repose
somnolence
torpid

“The Society and Solitude”
consoled
conventional
covenants
imperative
impracticable
indispensable
insular
merits
mesmerize
mortality
prerogative
ration
reciprocity
recluse

“Lee Surrenders to Grant, April 9th, 1865”
accord
alluded
concession
forage
memento
parched
provisions
recollect
retain
reverie

“The Fallacy of Success”
amassed
avarice
chivalry
mysticism
unfathomably

from The American Language
analogous
audacious
banal
colloquial
compensatory
dudgeon
euphemistic
ecund
neologism
proletariat
puerile
salient
unintelligible

Black Boy
ardent
assent
buoying
censor
chasm
circumvent
conscience
cynical
disdain
lucid
naive
obstinacy
recrimination
reticent
zeal

“Politics and the English Language”
absurdities
archaism
debauchment
decadent
euphonious
humbug
obsoleter
orthodoxy
quietism
regeneration
slovenliness
swindle
symmetry

“Abraham Lincoln and the Self-Made Myth”
affluent
antithesis
assail
fatalism
implicit
imposture
inculcating
injunction
irrefragable
pristine
sanction
stagnation
transmuted
vicarious

“Mother Tongue”
academicians
associative
belies
conditional
diagnosis
empirical
essence
guise
nascent
nominalized
nominalized
precedes
quandary
transcribed
“Take the Tortillas Out of Your Poetry”
abate
accessible
apprehensive
arbiters
catechism
censored
commission
deduced
deavor
infringement
insidious
liberation
omission
profanity
subservient

from Democracy in America
aborigines
amalgamated
analogous
destitute
dismemberment
emancipated
enervate
epoch
exigencies
extemporaneous
incessant
magistrate
nullification
ostensibly
servility

Declaration of Sentiments
inalienable
remuneration
subordinate

“What to the Slave Is the Fourth of July?”
ameliorating
anathemas
appellation
bequeathed

blasphemy
eulogize
exordium
fettered
indolence
obdurate
perambulate
philanthropy
redress
remonstrated
sacrament
unexceptionable
vociferations

from An American Primer
abundance
advocate
demagoguery
dominion
fabrication
immutability
indissoluble
ingenious
saccharine
transaction
veracity

“Education”
affiliated
aspirations
autonomy
collaboration
compulsory
covertly
disparities
disseminate
eradicate
exhortation
fluctuation
formulated
inaugurating
inherently
innovations
intermittent
litigated

proliferating
rigorous
zenith

What They Fought For 1861–1865
amalgam
asperity
atrocities
degenerating
discoursed
melodrama
moot
paradox
pathological
platitudes
pragmatic
privations
subjugation
tacit
vindicativeness

from The American Reader: Words That Moved a Nation
audacity
blight
boon
chattel
cozening
destitution
emanated
emblem
grill
haggard
mar
sham
smites
sovereigns
spheres
untrammeled
yoke
“The Coming Merging of Mind and Machine”
ambulate
aptitudes
attribute
cognitive
embedded
extrapolation
millennium
noninvasive
redundancy
salient
scenario
simulated
transformation

“Untangling the Roots of Cancer”
aberrant
counterfeit
dogma
dosage
hypothesis
immortality
immune
mutation
paradigm
postulating
subset
synthesize
truncation
ubiquitous

“The Cost Conundrum: Health Care Costs in McAllen, Texas”
conundrum
demographics
disseminate
evasive
incentive
innovative
malpractice
obviated
overutilization
recuperating
reflexively
uncannily
untenably
### Grades 11–12 Writing Checklist

**In my writing, did I . . .**

<table>
<thead>
<tr>
<th>Argument</th>
<th>Informative/Explanatory</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ introduce precise claim(s)?</td>
<td>☐ introduce a topic?</td>
<td>☐ engage and orient the reader by establishing a setting and introducing a narrator and/or characters?</td>
</tr>
<tr>
<td>☐ organize claims, counterclaims, reasons, and evidence in a logical sequence?</td>
<td>☐ organize complex ideas, concepts, and information?</td>
<td>☐ organize an event sequence that unfolds naturally and logically?</td>
</tr>
<tr>
<td>☐ support claim(s) with clear reasons and relevant evidence?</td>
<td>☐ develop my topic with significant, relevant facts?</td>
<td>☐ use narrative techniques, such as dialogue, description, and multiple plot lines?</td>
</tr>
<tr>
<td>☐ make sure the relationships between claim(s) and reasons/evidence are clear?</td>
<td>☐ use transitions and syntax to create cohesion?</td>
<td>☐ use a variety of techniques to sequence events?</td>
</tr>
<tr>
<td>☐ use words, phrases, clauses, and varied syntax?</td>
<td>☐ use precise language and domain-specific vocabulary?</td>
<td>☐ use precise words, telling details, and sensory language?</td>
</tr>
<tr>
<td>☐ provide a concluding statement that supports the argument presented?</td>
<td>☐ provide a concluding statement that supports the explanation presented?</td>
<td>☐ provide a resolution?</td>
</tr>
<tr>
<td>☐ use correct language conventions?</td>
<td>☐ use correct language conventions?</td>
<td>☐ use correct language conventions?</td>
</tr>
<tr>
<td></td>
<td>☐ use formatting, graphics, and multimedia when useful?</td>
<td></td>
</tr>
</tbody>
</table>
## Grades 11–12 Speaking and Listening Checklist

<table>
<thead>
<tr>
<th>In my speaking, did I . . .</th>
<th>In my listening, did I . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ come to discussions prepared?</td>
<td>☐ follow rules for discussions?</td>
</tr>
<tr>
<td>☐ contribute to the discussion by referring to evidence from texts?</td>
<td>☐ propel conversations by posing and responding to questions?</td>
</tr>
<tr>
<td>☐ respond thoughtfully to diverse perspectives?</td>
<td>☐ integrate multiple sources of information presented in diverse media and formats?</td>
</tr>
<tr>
<td>☐ present information, findings, and supporting evidence?</td>
<td>☐ evaluate the credibility and accuracy of sources?</td>
</tr>
<tr>
<td>☐ make strategic use of digital media?</td>
<td>☐ evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric?</td>
</tr>
<tr>
<td>☐ adapt speech to the context and task?</td>
<td>☐ assess a speaker’s stance, premises, word choice, emphasis, and tone?</td>
</tr>
</tbody>
</table>
Performance Rubric

Use this rubric to evaluate writing, listening, and speaking tasks.

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEVELOPMENT</strong></td>
<td>• The introduction creates a strong impression and clearly presents a well-focused controlling idea.</td>
<td>• The introduction identifies a controlling idea but could do more to grab the reader’s interest.</td>
</tr>
<tr>
<td></td>
<td>• Relevant details and evidence support the writer’s points.</td>
<td>• One or two key points could use more support.</td>
</tr>
<tr>
<td></td>
<td>• The concluding section summarizes the key points and leaves readers with something to think about.</td>
<td>• The concluding section summarizes most of the key points but could be developed more.</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td>• The organization is effective for the purpose and audience; ideas progress logically.</td>
<td>• The organization is confusing in a few places.</td>
</tr>
<tr>
<td></td>
<td>• Transitions successfully show the relationships between ideas.</td>
<td>• A few more transitions are needed to clarify the relationships between ideas.</td>
</tr>
<tr>
<td><strong>LANGUAGE</strong></td>
<td>• The writing reflects a formal style.</td>
<td>• The style is informal in a few places.</td>
</tr>
<tr>
<td></td>
<td>• Use of language is lively and precise.</td>
<td>• Most language is precise.</td>
</tr>
<tr>
<td></td>
<td>• Sentence beginnings, lengths, and structures vary and have a rhythmic flow.</td>
<td>• Sentence beginnings, lengths, and structures vary somewhat.</td>
</tr>
<tr>
<td></td>
<td>• Spelling, capitalization, and punctuation are correct.</td>
<td>• Several spelling, capitalization, and punctuation mistakes occur.</td>
</tr>
<tr>
<td></td>
<td>• Grammar and usage are correct.</td>
<td>• Some grammatical and usage errors are repeated in a few places.</td>
</tr>
<tr>
<td><strong>DEVELOPMENT</strong></td>
<td><strong>Limited</strong></td>
<td><strong>Emerging</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>The introduction is commonplace; it only hints at a controlling idea.</td>
<td>The introduction is missing.</td>
<td></td>
</tr>
<tr>
<td>Details and evidence support some key points but are often too general.</td>
<td>The writer’s points lack specific support.</td>
<td></td>
</tr>
<tr>
<td>The concluding section does not completely summarize or wrap up the main ideas.</td>
<td>The concluding section is missing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ORGANIZATION</strong></th>
<th><strong>Limited</strong></th>
<th><strong>Emerging</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The organization is logical in some places but often doesn’t follow a pattern.</td>
<td>An organizational pattern is not apparent; ideas are presented randomly.</td>
<td></td>
</tr>
<tr>
<td>More transitions are needed throughout to explain the relationships between ideas.</td>
<td>The transitions are ineffective or are missing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LANGUAGE</strong></th>
<th><strong>Limited</strong></th>
<th><strong>Emerging</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The style is overly casual.</td>
<td>The style is inappropriate for the purpose and audience.</td>
<td></td>
</tr>
<tr>
<td>Language is repetitive or too general at times.</td>
<td>Language is inaccurate, repetitive, and too general.</td>
<td></td>
</tr>
<tr>
<td>Sentence structures barely vary, and some fragments or run-on sentences are present.</td>
<td>Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow.</td>
<td></td>
</tr>
<tr>
<td>Spelling, capitalization, and punctuation are often incorrect but do not interfere with the reader’s understanding of the work.</td>
<td>Spelling, capitalization, and punctuation are incorrect throughout.</td>
<td></td>
</tr>
<tr>
<td>Grammar and usage are incorrect in many places, but the writer’s ideas are still clear.</td>
<td>Many grammatical and usage errors change the meaning of the writer’s ideas.</td>
<td></td>
</tr>
</tbody>
</table>


Internet Resources

Use the following websites to locate additional resources for teaching the exemplar texts. Check the website for your state’s department of education for specific information on the implementation of the Common Core State Standards.

http://www.achieve.org/achieving-common-core
http://www.achievethecore.org/
http://aasl.jesandco.org/
http://www.corestandards.org/
http://www.engagealleducators.com/
http://www.ncte.org/standards/commoncore
http://www.ode.state.or.us/wma/teachlearn/commoncore
/elapublishers-criteria.pdf
http://www.parcconline.org/
http://www.reading.org/Resources/ResourcesByTopic
/CommonCore-resourceType/CommonCore-rt-resources.aspx
http://www.smarterbalanced.org/
https://www.teachingchannel.org/videos?categories=topics_common-core